

The Modern Language Journal

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RADIO AND AURAL COMPREHENSION*

(*Author's summary*.—Had the directors of the *Modern Foreign Language Study* foreseen the possibilities of radio, they might have given more attention to aural and less to visual comprehension. Popularity of radio lessons and talks in Europe. Gramophone may be regarded as miniature broadcasting station, and, along with talkie, be used as preparation for radio. Lack of training in aural comprehension liable to impede progress in international understanding.)

IT IS unfortunate that *The Modern Foreign Language Study* came into existence before radio had "made good." The only reference I can find to radio in the *Publications of the American and Canadian Committees on Modern Languages* is in the recent (January, 1930) *Modern Foreign Languages in France and Germany*, which The International Institute of Teachers College, Columbia University, produced in cooperation with the Modern Foreign Language Study. (Unfortunately, the "English Lessons for the Continent," referred to and commended on p. 481, were taken off the programme of the British Broadcasting Corporation several years before this book appeared.) I should like to believe that Professor Coleman was mindful of radio when, as he was about to conclude *The Teaching of Modern Foreign Languages in the United States*, he wrote (p. 278): "Modern language departments should be provided with maps, pictures, posters, and, where possible, with lantern slides, a phonograph and records, and similar devices."

One might have expected Professor Fife, writing in May, 1929, to bring the Modern Foreign Language Study up to date by at

* An amplification of certain ideas expressed in address on "Foreign Language Instruction by Radio" at first meeting of Institute for Education by Radio, Ohio State University, Columbus, June 23 to July 4, 1930.

least a passing reference to radio and its influence on aural comprehension. In "The Reading Objective,"¹ Professor Fife quotes "a Frenchman, Charles Sigwalt" in support of the supremacy of the reading objective: "Everyone has a thousand occasions to read, a hundred occasions to write and one occasion to speak a foreign language. We only speak German when we go to Germany, French when we go to France, and we never go.—It is much more useful to know how to read foreign languages than to speak them." I should like to call attention to the fact that whereas Sigwalt wrote his *Enseignement des Langues Vivantes* in 1906 (2d ed. 1913), the first radio lessons in a foreign language were given by Monsieur E. M. Stéphan from London in February, 1924. One of the greatest faults found with the Report of the Study is that it seems to lack vision, to be content to base its judgments on the past and neglects to give due consideration to the promises of the future.

Hopes deferred and unrealized make the heart disappointed. The Modern Foreign Language Study began by recognizing the claims of aural comprehension, along with visual comprehension (reading ability), speaking and writing. Bulletin No. 2, issued March, 1925, reads: "The Committee on Direction and Control of the Modern Foreign Language Study assumes provisionally as the four *immediate* objectives of instruction in the modern foreign languages a progressive development—1. Of the power to read the foreign language. 2. Of the power to understand the language when spoken. 3. Of the power to speak the language. 4. Of the power to write the language."

A special section for listening ability all by itself! What more could any radio enthusiast or specialist in aural comprehension desire? There are two main avenues to understanding a foreign nation: the one is to read with the eyes what the French and the Germans and the Spaniards *write*, and the other is to hear with the ears what they *speak*. (Not to write or to speak these languages ourselves, but to understand them when spoken and written by foreigners.)

How many people in *Europe* listen to a foreign language over the radio? What objective data can we present in support of the bare statement that twice as many derive enjoyment from listening to a foreign language via radio as by reading it in books? Where

¹ *The German Quarterly*, May 1929.

are our objective standardized listening (audition) tests and our percentile curves? What good is it, anyway, simply to *listen*? How many Europeans *understand* talks in a foreign language through the loud-speaker? And lastly—a question which cannot be answered in this article—what right have we to assume that the *United States* (which is never likely to become a member of the League of Nations) *wants* to “understand” Europe?

During my leave of absence from college (1928-29), I addressed these (or similar) questions to a number of broadcasting authorities in Europe and America. Their answer was in almost every case that there was no way known to them of discovering the number of listeners to the foreign language lessons—not to mention those who tuned in sporadically on outside stations. “The number of books sent out from the office?” “Yes, that might be some criterion, but how were you to enumerate those who listened without the text recommended?” Besides, in many cases the “lesson” might be some simple form of dialogue or conversation, for which no printed text had been provided. At Hilversum, Holland, the Director of the — School of Languages confided to me that he received fees to the extent of 5000 English pounds from radio listeners who sent in written work for correction: £3000 for English, and the remainder divided almost equally between French, German and Spanish (or Italian). But he was careful to add that there were many in the one family taking the same course with the assistance of one set of notes and many more still listening without privilege of corrections. The Secretary of a Language Club in Berlin ventured the guess that there were a hundred times more Germans studying the English language over radio in Germany than the French language, but would not hazard any estimate in numbers for either. (He was not particularly fond of the French, and this may have distorted his estimates.) Coming to inquiries by mail—not questionnaires, which all sensible Europeans cast instanter into the basket—the Königsberg station director replied (January 30, 1929): “We estimate that 3000 persons take part (*teilnehmen*) in the English course; for the French course the number is certainly very much smaller, and an estimate is not possible; for Spanish there will be at most 300 regular students. (Again: many more may “listen” than “take part.”) Possibly, the reply from the radio director at Stockholm,

Sweden, may be regarded as more or less "objective." The 300,000 Swedish listeners (license holders) were asked to fill in a form, stating their chief radio interests: 10,000 (6.4%) listened to Elementary English, 11,000 (7.1%) to Advanced English; 8,000 (5.1%) to German and 4,600 (3%) to French.

If I may be allowed to cap my ignorance by referring to my own radio French course from station CHNS, Halifax, Nova Scotia, I would say that we do not find it possible to discover how many listeners there are to our radio courses. My Swiss partner is convinced that everybody in the Maritime Provinces of Canada, at one time or another, has tuned us in, but I doubt very much if his impressions would satisfy a rigid investigation. But I am most sincerely convinced that, taking the world as a whole, many more "enjoy" foreign languages from listening to them over the radio than by reading them from books and magazines and newspapers. Another method sometimes suggested for counting the number of listeners is from the number of listeners' letters: the French teacher at WABC, New York, receives approximately 4000 a year, but admits that they usually follow after a personal invitation (by air) to send for his prospectus or details of a book he has written. People are always ready to get something for nothing.

Lacking any convincing objective data, let us now glance over one or two personal testimonies, from private correspondence and public press. Mr. A. R. Burrows, Secretary General of the *Union Internationale de Radiodiffusion*, Geneva, sometimes referred to as the "Wireless League of Nations," strongly advised me to pay a visit to "Ravag" station, Vienna, and interview Professor T. W. MacCallum, *Lector* in English at Vienna University, who has been broadcasting English lessons since 1925: he was the most popular item on the whole Austrian broadcasting system, which is indeed high praise, when we consider the international fame of Austrian musicians. MacCallum told me such remarkable stories about his work over the radio that I considered it advisable to ask him subsequently to send me in writing a short summary of his achievements. I take the liberty to print the letter, written at Vienna on December 28, 1928.

"Just a few lines in a hurry. Book of my first year's lessons in *braille* by Blind Institute here.* At least 20 letters from people over 70 and 80.—Professor of

* MacCallum did not know about this until the book was presented to him.

Medicine now lecturing in Vienna to foreign students in English, learned solely by Radio.—2000 letters a year roughly.—10,000 copies of my book (*Englisch Lernen ein Vergnügen*) sold in 3 weeks, third edition appearing now, also 10,000; the first edition appearing middle of October, 1928.—Letters from every corner of Europe, including Finland, Lettland, Poland, Russia, Sweden, Roumania.”

When the history of educational broadcasting comes to be written, it is quite possible that one of the chapters will be entitled “The Friebel Method of Teaching Languages.” How combine the American teacher and the “foreigner” in the classroom: the teacher has never been abroad and the “foreigner” does not understand the student? Of course, we could mention cases where one individual possesses both qualifications: discipline, student-understanding, as well as first-class pronunciation and intimate knowledge of the foreign country. But this two-in-one combination is the exception rather than the rule. On the other hand, it is decidedly awkward to place a class in the hands of two controls at the same time—the one talking French, German, Spanish, etc., and the other educating the scholars. Why not place the “teacher” and the “talker” in a studio one hundred miles away and let them collaborate? This, although my short description of the Friebel-Mann method of teaching languages is inadequate, is the substance of the experiments which Herr Karl Friebel and Mr. William W. Mann have been conducting under the auspices of “Die Deutsche Welle,” Berlin, since January, 1926. Their Elementary English Course, heard all over Europe, must be followed by a million or more students (mostly adults), and Friebel’s “Rundfunk Sprachunterricht” has formed the basis of educational broadcasting for other subjects as well as other centres. But as discussion of the “dialogue method” of teaching languages is a study for itself, we must leave it to an imaginary article on “The Technique of Language Broadcasting.” Although not exactly a witness for the cause of aural comprehension by radio, the following poetic effusion may give some idea of the nature of the letters³ which Friebel and Mann are receiving every day. The relationship

³ I omitted to mention, in connection with “Ravag,” that the English *Daily Mail* circulated a story about a woman who had written a letter to the English Radio Teacher at Vienna, which he had failed to answer: the woman committed suicide. Mr. MacCallum denied the story: he had never once failed to reply to any of his correspondents. But for those who talk about radio lessons lacking “personality,” this story may serve as a counterblast.

between listener and broadcaster is perhaps the closest bond outside of family ties. If you do not believe this, imagine one of your regular "earthly" students writing to you as follows:

"Dear Mr. Friebel and dear Mr. Mann,
We thank you as heartily as we can
For the English lessons you give twice a week,
They are very interesting and just what we seek.
You like to laugh and you like to tease,
In all the world such teachers must please.
Your photos we are sorry not to have seen
"Favourable" as they were said to have been.
We too are two teachers (at a high school for girls),
But we have neither super-bobbed hair nor short curls.
We are not quite young, and we are not quite old,
But we dare to make verses, so you see we are bold.
And now beg your pardon for these foolish things,
Good bye till we hear you on electric "wings."

(Two of your radio pupils)

This is copied exactly as I snatched it from the portfolio of the "Berlin twins," and may they forgive me for daring to print it, because the confessions of a sinner to a psychoanalyst are not more sacred!

If we could examine the mail-bag of every language broadcaster in Europe, we should find letters just as confidential and just as indicative of the "expansive power of a new affection"—listening to radio language lessons, talks, programmes in foreign languages. How long will it be before radio has made aural comprehension the premier objective of modern foreign language study?

To return to America: we were congratulating The Modern Foreign Language Study on its wisdom and perspicacity in providing a special pigeon-hole for listening ability or "the power to understand the language when spoken;" so great was our joy to find our pet objective thus honored, that, without a word of preparation, we crossed the ocean and sat down beside the millions of foreign language students in Europe, who, thanks to the power of radio, are cultivating and enjoying objective no. 2, Bulletin No. 2, March, 1925, issued by the Committee on Direction and Control. The Committee's plan of campaign was now perfectly clear: one section would concern itself with *visual* comprehension, i.e. the science and art of understanding what came from the jaws of the

printing-press, the other would study *aural* comprehension, i.e. the science and art of understanding what came from the mouths of living teachers and mechanical loudspeakers. (Incidentally, I deny the antithesis generally assumed in calling teachers "living" and loudspeakers "mechanical": you may stand six inches from your classes and yet be as dead as a door-nail.) It might be more blessed to speak and to write (to *express* yourself in a foreign language) than to listen and to read (to *receive*); unfortunately, these arts of expression could not be cultivated in the two or three years at our disposal: *Qui trop embrasse mal étreint*, or as the Canadian Committee puts it on page xxiv of *Modern Language Instruction in Canada*: "In an environment which sets up constant linguistic interference, and in crowded class-rooms which at most give each pupil oral practice of two minutes a day, we have tried (unsuccessfully) to teach proficiency in the spoken language." If we wish to put the house of modern languages in order, we must concentrate on objectives one and two, reading and listening ability.

What happened between March, 1925 and July, 1929, when Professor Coleman, at the request of the Modern Foreign Language Study, formulated the conclusions of the Committee on Investigation? Had the radio and the gramophone, like many another new-fangled device, come and gone? Were the prophecies that "Nation shall speak peace unto nation" tried and found wanting? Or had the Committee not found time to visit Europe? The last question need not wait for an answer. Not only had the Committee sent a delegation to England, but that delegation had returned with the verdict that, bad as conditions undoubtedly were in America, they were worse in Europe, that "the average American pupil attains in the middle of his second year a capacity to read French that is reached in England and Canada only in the fourth and this initial advantage is maintained at the higher levels"⁴ and that "it is evident at a glance that the norms for the high schools of the United States are significantly and uniformly higher than those for England and Canada in vocabulary, grammar and reading . . . the norms in reading for the English schools are markedly below those for the United States, with the Canadian schools occupying an intermediate position."⁵

⁴ Ford and Hicks, writing in *Modern Languages* (England) for June, 1929.

⁵ Henmon, *Achievement Tests in the Modern Foreign Languages*, pages 262, 264.

It is perhaps not quite true to state that the listening objective has disappeared altogether in Coleman's "Revised List of Objectives," pp. 104-110. It is still there, but so diminished and wedged in among other and more important objectives, that one feels inclined to say, "Thank you for nothing." The distinction between immediate and ultimate objectives is not evident to the lay mind, in any case, but why place "ability to read books" in both categories, and omit ability to listen ("understand the language orally") from the list of ultimate objectives? That "knowledge of the grammar" is nothing more than a means to an end all would concede, but if I have accomplished anything at all by this article, I hope to have showed that in Europe certainly just as much enjoyment is being derived by intelligent people who *listen* to foreign languages over the radio as by those who *read* them in books. Surely Dr. Coleman has not lumped "listening" and "speaking" together and then referred to them as "ability to *use* orally?" There must be some way of expressing the difference between listening to Paderewski and using (abusing?) the instrument yourself. I love listening to the harp, but I do hope they will not ask me to *use* one up yonder!

It would be most unprofessional on my part to accuse Professor Coleman of legerdemain, or worse still, to suggest that he is trying to emulate Till Eulenspiegel, but I really am most curious to know just what became of objective no. 2, Bulletin No. 2 during those four years, 1925 to 1929. When the curtain rises on The Modern Foreign Language Study, I see Meyer's *Konversations-Lexikon* on the left of the stage and an Edison Phonograph (Victrola) on the right. On your left: reading object, catering to the eye; on your right: listening object, catering to your ear. I should never miss Meyer, but would be desolate if anything happened to prevent my listening to Victrola or the *Weltrundfunksender* (German short-wave transmitter) at Königswusterhausen bei Berlin. (Perhaps I ought to consult Doctor Buswell of Chicago: there may be something radically wrong with my eye-fixations.) Do I not hear with my ears and read with my eyes? Professor Coleman says 'no': I read with my ears as well as my eyes. Page 170 of the Coleman report: "Since *reading* ability is the one objective on which all agree, classroom efforts during the first two years should center primarily on developing the ability to understand

the foreign language readily through the eye and *through the ear*. The goal must be to *read* the foreign language directly with a degree of understanding comparable to that possessed in *reading* the vernacular. In order that students may attain this goal (ability to understand the foreign language readily through the eye and *through the ear*), *reading* experience must be adequate and the results must converge towards the same end. In order that more abundant and more attractive *reading* material may be provided, modern language departments and committees on modern language courses should draw up considerable lists of *reading* texts etc." (Italics mine) The investigation is over, the books are about to be closed; nine-tenths of our time and effort have been devoted to visual comprehension—contrary to our original intention; our twin sister has starved. What about Aural Comprehension? Aural comprehension, *aural*, did you say? Oh, yes, of course, aural comprehension: he that hath ears to hear let him read.

I am not an agent for the Atwater Kent Radio. I use the word "radio" to represent all forms of oral-aural language instruction, with or without the devices which of recent years have taken the world back to Homer and the days when "Orpheus smote his bally lyre" instead of *writing* a doctoral thesis on it. If one might venture to trace the horoscope of the talking-machine, and run the risk, incidentally, of scathing calumnia for so doing—as Monsieur Charles Sigwalt did 24 years ago, I would place these devices in the following order of importance, (1) Gramophone (Phonograph), (2) Sound-Picture (Talkie), (3) Radio (Wireless).

"If I had a fulcrum for my lever," said Archimedes, "I could move the world." Quite apart from trivial differences, such as have been adumbrated in this article, all modern language teachers must feel deeply indebted to Professor Fife, Professor Coleman and all who collaborated on the epoch-making *Modern Language Study* for emphasising the absolute necessity of having a definite objective in mind if anything worth while is to be accomplished. That definite, *ultimate* objective we now have in international understanding by means of radio. Without pretending to be able to distinguish them very scientifically, I would add that the *immediate* objective is to be able to understand foreigners speaking to us by the gramophone. And midway between the immediate objective of aural comprehension and the ultimate objective of international

harmony lies the talkie or sound-film, which might be utilised both for training in comprehension and fostering goodwill and understanding between nations.

For the next ten years we ought to be satisfied if we learn all that the *gramophone* has to offer. By then, possibly, the radio will have advanced sufficiently to bring the real, living personality to our homes and class-rooms, so that we may hear France, Germany, Spain, South America at first voice. The gramophone brings them only at second "hand," but has the great advantage (over radio) that these auditions may be repeated an indefinite number of times. In my opinion, the greatest adventure in world fellowship may be heard by listening to the excellent recordings of the International Educational Society, 26 Buckingham Gate, Westminster, London, S. W. 1, England. Their actual accomplishment is far behind the ideal: the original idea was a library of records, English, French, German, Spanish, Italian, American, etc, etc, which would circulate in different countries and be a kind of international exchange service for cultural ends. Unfortunately, the "sister nations" did not "catch on" to this truly magnificent idea, so, with the exception of four lectures in French by Professor Denis Saurat, University of London, on "Victor Hugo," there is next to nothing in this international library of gramophone records for the "foreign" language teacher *at present*. I have myself done everything in my power to persuade certain German societies to contribute to this international collection of "cultural" records, but with apparently no success. But is not the idea worth pursuing?

It was not my intention to embark upon the puzzling question of how one might use gramophone and radio in the *class-room*, because I believe that the essential problem is whether it is worth while to make aural comprehension a definite and distinct objective in teaching modern languages, i.e. not merely subsidiary to skill in reading. Once we have decided that there is going to be an exchange of programmes by radio between North America, South America, Europe, etc, etc, it seems impossible to avoid the conclusion that we ought to start at once and prepare our students for that (happy) consummation. May I make a few suggestions in conclusion—didactic and paternal, because that is the easiest and quickest way to save space?

If you use the gramophone in teaching languages, you *are*

broadcasting already, only, like Monsieur Jourdain, you may not realise what you are doing. A gramophone is a miniature broadcasting station with this important and significant difference: you control the station and not, as is generally the case with radio broadcasting, vice versa. Think of the voice in the cabinet or portable as if it came to your class from a radio station hundreds of miles distant. Accustom your students to this idea: tell them that Monsieur Dupont or Herr Braun or Señor Navarro is talking to them personally. For instance, if you are using the Linguaphone Conversational French or German Course, recommended by Miss Kunze in her article on "The Use of the Phonograph in Language Work,"⁶ stop the machine when a question is being asked and wait for a member of the class to answer; then, at the proper time, reverse the process: the student asks the question and the foreign speaker replies. There is one statement in Miss Kunze's article with which I was especially delighted, and which I wish to corroborate to the full. "Somehow they are keener to achieve an exact reproduction of the phonograph than to say it like the teacher." I like that "somehow," because when I first discovered this irrefutable fact, I began to wonder if I did know much about the art of teaching, after all.

At the NEA meeting in Columbus, Ohio, this summer, a representative of the Victor Talking Machine Company, Camden, New Jersey (part of the Radio Corporation of America), promised to gather together from their numerous branches all over the world all the songs in foreign languages suitable for schools. And I might supplement Miss Kunze's list by adding that Herr Otto Sperling, Eberhard Strasse 10, Stuttgart, Germany, is a mine of information about phonograph records (educational) of all sorts and sizes. Every teacher should know about his "Phonotheke" for French and German. Daniel Jones and E. M. Stéphan have some excellent French records too: write to The Gramophone Co. (His Master's Voice), Education Department, Oxford Street, London, England.

In three months your class will be *asking* for radio talks, provided that you have made them discern the *person* behind and in the record: *not* if you use phonograph records as *speaking* devices, i.e. as illustrations for text-books on pronunciation and intonation. Like the chocolate boy on the wrapper, they will soon

⁶ *The Modern Language Journal*, April, 1929.

betray a longing for more and different varieties, which it is the function of radio to supply. In brief, I doubt if any teacher has become enthusiastic over radio language auditions except through a preliminary rather strenuous struggle with the gramophone, because—to quote Miss Kunze again—"the teacher has to be vitally on the job, or failure will result."

The talkie? To me the talkie is a constant source of inspiration, because it is our ignorance of foreign languages (audition!) which has caused the talkie magnates so much worry and despair. Surely you will not begrudge a patriotic Englishman a tiny bit of *Schadenfreude*: before the advent of the talkie the United States supplied 80% of the movies in the world. And if only those language teachers would stop teaching alien languages, and allow *the language*, English, to occupy its predestined place as the World Auxiliary Language! What then? Why, we could still make all the talkies in Hollywood in English and continue to supply the world—with American talkies. But the world is not willing! They want talkies in their own language. We sent them "Rio Rita" in English and they sent it back with the instructions: make it all over again in Spanish, German, French and what not. It costs money to make talkies all over again in strange tongues. If we don't do it—the Germans will, and good-bye market 80%!

But there is another side—the question of "authentication," and when one listens to a "French" peasant girl, who has never left the French farm, singing American "hits" and talking American slang to American dough-boys—well, *can* you present a talkie with foreign life in it without allowing the characters to talk each in his native idiom? How long will the American and Canadian public be satisfied with caricatures and travesties of foreign "atmosphere!"

How long may the talkie man assume that Americans and Canadians cannot understand anything more advanced than "Bonjour, Monsieur," and "Hoch der Kaiser!" Forever, no doubt, if the protagonists of the reading method have their way, but not for long if we decide to follow the road to aural comprehension and international understanding.

C. H. MERCER

*Dalhousie University,
Halifax, N. S.*

SOME ASPECTS OF MODERN LANGUAGE TEACHING IN SWEDEN

(Author's Summary.—The well-educated Swede must know English, French and German. How schools and universities give him this training, plus a generally rich background, in a practical way, is the theme of the following pages.)

PROLOGUE

In the frenzy of our teaching,
Teaching French and teaching German,
Teaching Spanish and Italian,
Russian, even Scandinavian,
Teaching grammar and translation,
If there's time, pronunciation,
College board examination
Looming ever high before us,
I cried out in sudden anguish:

"Take me to a far-off country,
Where the muse of modern language
Freely moves about her garden;
For I cannot bear to see her
Pining, wasting in her youth-years.
In her black and white cage fettered,
There's no red blood in her limbs now."

But the Muse of Modern Language,
Hov'ring near, had overheard me.
Suddenly she stood beside me:

"Here am I, for none can chain me,
And I move in many places.
What you see is but my shadow
In the black and white cage fettered.
I have haunts where I move lithely,
Where I trip about most blithely.
Choose where you would go and thither
I will send you. Tell me whither!"

So I spoke and made this answer:
"I will follow where you lead me;
Choose for me, O muse; advise me."

"Go, my friend, fare forth to Sweden,
Where a modern language Eden
Blooms 'mid pure and heav'nly graces,
Striking roots in fertile spaces;
Where no reaping follows sowing
Till there's been the time for growing."

Honored colleagues, pray, go with me
Off to Sweden, where the students,
Ere they reach the age of prudence,
While their tongues are young and limber,
And their minds fresh to remember,
After three years' preparation—
Primary—in education—
Start their modern language learning.

THE teaching of modern languages in Sweden is practical, thorough, unhurried and extensive. I propose to consider the modern language work required for entrance to the university, following it with a glimpse into the studies of the specialist in the field of modern languages after his entrance at the university. I am taking my data from the catalogue of a preparatory school in Uppsala and that of Uppsala University, since they are typical of similar institutions elsewhere in Sweden.

Pupils in Sweden begin school at the age of seven. There are three years of primary school, six years of intermediate, and three years of *gymnasium*. The twelve-year Swedish course is thus divided into a 3-6-3 system, after which the *student-examen*, or university entrance examination is passed, and the student is admitted to the university. The later school age of the Swedish pupil and the much greater intensity of his course throughout make him accomplish more than our high school graduate has succeeded in doing. The Swedish student entering the university is nineteen, instead of seventeen, years old; and he goes immediately to specialized, graduate work instead of pursuing the general course of our college student.

Leaving the three primary grades, the pupil begins German at once on entering the intermediate school. He is about ten years old. All through the intermediate school and the *gymnasium* he studies German; that is, for nine years.

When German has been allowed to penetrate into his system for three years, he begins English—in the fourth year of the intermediate school. He continues it up to university age, thus studying it for six years.

After three years of English, the pupil, then entering the *gymnasium*, begins his French. Studying it throughout the *gymnasium*, he therefore gets three years of French.

English, German and French constitute in Sweden "the three principal languages." Every student entering the university has had

German	9 years
English	6 years
French	3 years

But this is not all. In the first year of the *gymnasium*, which we may compare to our high school, he learns to read Norwegian. This might be compared to our learning to read Chaucer. It means something like learning a dialect of your own language, plus a vocabulary of local words—except that the sounds of the sister language constitute a real problem. One must be much more careful in reproducing a living language than, for instance, in pronouncing Chaucer, since Chaucer is not present to tell us of our mistakes or compare our accent with his own.

In the second year of the *gymnasium*, the pupil reads a work in Danish, taking it up in the same way as the Norwegian in the year before.

In this second year also the student may elect Russian. The school course is very definitely laid out. The elective course is almost unheard of. Russian is the only elective I find in the course. It may be chosen in the second year of the *gymnasium* and continued through the third year also.

On entering the university, the student has then had

German	9 years
English	6 "
French	3 "
Norwegian	1 year
Danish	1 "
Russian	2 years—if he so desires

The work in German and English is concentrated at first; then the time devoted to each is gradually decreased. Thus the course provides:

German 1				
German 2				
German 3				
German 4	4	"	"	"
German 5	3	"	"	"
German 6	4	"	"	"
German 7				
German 8	2	"	"	"
German 9				
English 1				
English 2	4	"	"	"
English 3				
English 4				
English 5	2	"	"	"
English 6				
French 1	4	"	"	"
French 2	5	"	"	"
French 3				
Russian 1	2	"	"	"
Russian 2				

The nineteen-year-old Swedish student has, then, if he elected Russian, studied seven modern languages (counting Swedish).

The modern languages, however, by no means constitute the entire course of the prospective university student. Throughout his intermediate and *gymnasium* course the pupil has ten or twelve subjects, which means very intensive study. The university student who intends to pursue a scientific or mathematical course may enter the university without Latin or Greek. The humanistic student, however, takes three years of Latin and two years of Greek at the *gymnasium*; so he has these in addition to his other seven languages. He studies:

Latin 1				
Latin 2	6	periods a week		
Latin 3	8	"	"	"
Greek 1	7	"	"	"
Greek 2	7	"	"	"

Let us study the content of the Swedish modern language courses.

Intermediate school, six years, following the three primary grades; pupil age ten.

I. German 1 (5 periods a week)

Reading: 36 pages, conversational exercises; grammar in connection with the text.

II. German 2 (5 periods a week)

Reader finished; same as German 1.

III. German 3 (5 periods a week)

Reading: conversational exercises; grammar—rudiments, inflections; oral and written exercises.

IV. German 4 (4 periods a week)

45 pages of reading, with conversational exercises; grammar-inflections reviewed, selected chapters from syntax; one written exercise every three weeks.

English 1 (4 periods a week)

80 pages of reading; grammar and conversational exercises in connection with the reading; dictation.

V. German 5 (3 periods a week)

Reading with conversational exercises; grammar-inflections; syntax—word order, infinitives, subjunctives, articles, and cases; oral and written translation exercises into the foreign language; eleven written exercises, all done in the classroom.

English 2 (4 periods a week)

Reading; grammar; oral and written translation of selections from an English composition book.

VI. German 6 (4 periods a week)

Reading (Die Journalisten, among other books); grammar review; oral and written translation into German (composition and letter writing); conversational exercises and German script.

English 3 (4 periods a week)

Reading; grammar—inflections, syntax; oral and written exercises in English composition.

Gymnasium 3 years, following 6 intermediate grades, pupil age 16.

I. German 7 (2 periods a week)*

Reading; complete grammar review; realia; history of literature; conversational exercises; short lectures and declamation.

English 4 (2 periods a week)

Reading; realia—connected with the text; grammar and written exercises.

French 1 (4 periods a week)

Reading; conversational exercises.

* The direct method is employed in foreign language classes.

II. German 8 (2 periods a week)

Reading; grammar review; oral practice and retelling; written exercises.

English 5 (2 periods a week)

Reading; grammar finished; oral and written exercises.

French 2 (5 periods a week)

Reading; grammar to subjunctive; oral and written exercises.

III. German 9 (2 periods a week)

Reading (extensive reading); grammar review; written exercises; realia in connection with the text.

English 6 (2 periods a week)

Reading (extensive reading); realia in connection with the text; grammar review—most important syntax.

French 3 (5 periods a week)

Reading (extensive reading); grammar finished and reviewed; conversational exercises.

An examination of this curriculum reveals that reading is the first item mentioned in each course,* that the first years in each language are devoted to conversational work, with grammar related to the text; that grammar work is limited to essentials; that written exercises in composition are begun only when the language in question is well under way, and that they are scarce and sparse in comparison with other phases of the work; that no mention is made of translation of the foreign language into the native; that the ancient languages are relegated to a secondary position, being introduced after the three modern languages.

University entrance examinations are both oral and written. First there are six-hour written examinations in each subject, at which students are allowed to use dictionaries. If these are successfully passed, the student may appear for oral examinations. These occur late in May, conducted by a board of examiners who arrive at the school in question. Since French is studied only three years, the examination is limited to an oral one.

At the university there are various combinations of studies. Let us examine the university course of the modern linguist. He is probably aiming to teach, since his course does not lead to a career as a lawyer, doctor or churchman. He is aiming for the degree of *filosofie magister*, which we may translate *master of philosophy*. The prospective teacher who gets his training at the university is prepared to teach three subjects. As a teacher, he is,

* That this is *intensive reading* follows from the number of pages indicated (36-45 pp. per year).

therefore, versatile and finds pleasing variety in his work. The specialist in languages chooses English, German and Romance languages, spending an entire year on each. He may work for various degrees of distinction, corresponding to our *cum laude*, *magna cum laude*, and *summa cum laude*. In one instance, he may choose as part of his work for great distinction either Old French or modern Italian. He is not bound to strict attendance of lectures at the university, but may spend time preparing for examinations in England, France or Germany, which are convenient geographically. It is thus comparatively easy for him to gain a firsthand knowledge of the life and language of the foreign peoples.

The modern language student follows his linguistic studies with one or two semesters' work in pedagogy. On embarking in his profession, he has this training plus the equivalent of an A. M. degree in each of his three languages. Each year's work means a comprehensive study of every phase of the work—phonetics, composition and language study proper, and literature.

The teaching of the modern languages in Sweden is practical. It aims to equip the student to meet cultivated people of other countries intelligently. It is thorough, emphasizing the essentials of language study, and not slighting any phase of development. It is unhurried, affording sufficient time for the student to assimilate material and develop power. It is extensive, spreading over nine years and including all three of the principal European languages as entrance requirements to the university, and affording still broader opportunities for those who wish to specialize in modern languages.

The Swedish modern language student is very fortunate in having splendidly equipped teachers, an excellently planned course, and easy access to the countries themselves. This very propinquity gives him a stimulus not felt by our students. The Scandinavian languages give him intercourse with about 10,000,000 people. His knowledge of English, French and German makes him a citizen of the world.

SIGNHILD V. GUSTAFSON

*Central High School,
Springfield, Mass.*

WORD AND IDIOM FREQUENCY COUNTS IN FRENCH AND THEIR VALUE*

(*Author's Summary*.—This article presents a short review of word counts up to the present time and the results of a new and extensive French word count. The uses to which these word counts may be put have been discussed critically.)

THE purpose of this paper is first, to call attention to the French word and idiom frequency counts which have been published recently, and second to discuss their use and their probable effect upon the aims, methods and the contents of the French courses in our high schools and colleges. I refer to two of the "Publications of the American and Canadian Committees on Modern Languages," namely volume XV, a *French Word Book* compiled by George E. Vander Beke, Professor of Education at Marquette University, and to volume XVI, entitled *French Idiom List*, compiled by F. D. Cheydeur of the University of Wisconsin. As you know, similar counts have been made by the same committee for German and Spanish.

The idea of counting words and idioms and finding out which ones occur most frequently is not a new one. As far back as 1897, F. W. Kaeding brought out his *Häufigkeitswörterbuch der deutschen Sprache*. (Steiglitz, Berlin 1898). Morgan's *German Frequency List*, which forms volume X of the Committee's studies, is based on it. It contains 2402 words in the order of their frequency in a count of over nearly eleven million running words taken from sources ranging from "magazines and newspapers, through legal, theological, medical, historical, commercial, military and parliamentary writings." Kaeding's work is advertised as the collaborative result of a committee of stenographers, and there is no doubt, "that the choice of material was influenced by the need and demands of stenographic education in Germany".¹

* This paper was presented at the Spring meeting of the Indiana Chapter of the A. A. T. F., which was held at Butler University at Indianapolis April 26, 1930.

¹ For a criticism of the German frequency count see Wm. R. Price's excellent article entitled "What Price Vocabulary Frequencies" in the *German Quarterly* for January, 1929. Also V. A. C. Henmon's article, "The Vocabulary Problem in Modern Foreign Languages," in *Monatshefte für deutschen Unterricht*, Vol. XXII, No. 2, February 1930, p. 36; "Valuable as this list is, I wish and feel sure Professor Morgan would agree, that it would have been better for our purposes to make a new count than to wrestle with the difficulties of making Kaeding's count serviceable."

Kaeding's example was soon followed by English and American educators. In England, Rice² made a study of the comparative frequency of various English words; his main purpose was the teaching of spelling. But as there is a great difference between first, words used in reading—this being more or less of a passive vocabulary, and for recognition purposes only, second, words used in speaking, and third, words used in informal writing, the American educators, who undertook the task of determining which words are most frequently used in English, divided their investigation according to the above three divisions. Thus Professor E. L. Thorndike of Columbia University published in his *Teacher's Word Book* a list of the 10,000 words which he found to occur most frequently over a count of 4,500,000 running words of various types of subject matter. This is essentially a reading vocabulary. Thorndike in his count took "range" into consideration; that is to say, he noted the importance of the word according to its frequency in various books examined, and in which the word occurred. Dr. Ernest Horn, of the University of Iowa, next compiled a list of 10,000 English words *used in informal writing* over an analysis of more than 5,000,000 running words of correspondence.

The influence of the above-mentioned vocabulary counts in English was soon felt in the "improvement of the reading, spelling and language curricula for the elementary schools."³ Among the foreign language teachers, those of Latin were the first ones to avail themselves of the English frequency word counts, having realized that in order to develop power to read Latin "frequency of occurrence in the Latin to be read is the most important factor to be emphasized⁴ in the selection of the vocabulary".

Among the teachers of Modern Languages, Professor C. F. Ward, of the Department of Romance Languages of the University of Iowa, collected the 2000 commonest English words, based,

² See C. A. Gregory, *Fundamentals of Educational Measurements*, Appleton and Co., 1923, p. 28.

³ Henmon, *op. cit.*

⁴ See *The Classical Investigation, Part One*, (Princeton University Press), 1924, p. 133. Also part V, *Latin Word Count*, based upon frequency of occurrence in classical Latin authors commonly read in high school and college. See also part IV, *The Grinstead—Thorndike Derivative Lexicon*, based on frequency of occurrence in English; Lodge's *Vocabulary of High School Latin*, Bureau of Publications, Teachers College, 1907.

as he claims in his Introduction, on the Thorndike-Horn frequency counts of over 25,000,000 running words, and translated them into French. His book entitled *Minimum Vocabulary Test Book* was published by Macmillan and Company in 1926.

In September 1924, Professor V. A. C. Henmon of the Department of Education of the University of Wisconsin, influenced, I suppose, by the Classical Investigation, published "*A French Book, based on a Count of 400,000 Running Words.*" (Bureau of Educational Research Bulletin, Number 3). This was the first count ever made for French. Professor Henmon states in the article cited above "these counts were undertaken initially to prepare graded vocabulary tests as a part of a battery of tests to measure objectively achievement and progress." In the Preface to his Word Book, Professor Henmon gives a tabulation of the material analyzed. It is essentially a reading vocabulary. The total number of different words that occurred in his 400,000 count was 9187, of which 3905 occurred five times or oftener. It was these words that Professor Henmon printed in his book in the order of their frequency.

When I was at the University of Chicago, I took a course of teaching problems under Professor Algernon Coleman, and helped correct some of the tests administered by the Modern Foreign Language Study. I became deeply interested in teaching problems. After I transferred to Purdue in 1927, Dr. J. L. Cattell, Head of the Modern Language Department, called my attention to the too wide variety and too extensive vocabulary and idiom lists found in most of our beginning French books. Dr. Cattell and myself began to work on a beginners' book in order to find out which were the most logical words and idioms to be introduced. This was a laborious but interesting and fruitful task. First of all, the vocabularies which had been introduced in the exercises of what we considered the nine most widely used grammars⁵ and which are written after different methods, were put into alpha-

⁵ The grammars whose vocabularies were analysed are: Fraser and Squair: *The New Fraser and Squair Complete French Grammar* (Heath 1921); Cerf and Giese: *Beginning French*; Cordon: *Première Année Moderne*; Chardenal: *The Phonetic Chardenal*; Roux: *A First French Course*, (Macmillan, 1920); Aldrich, Foster and Roulé: *Elementary French*; Rosenthal and Chankin: *Grammaire de conversation et de Lecture*; MacKenzie and Hamilton: *Elementary French Grammar*; Thieme and Effinger: *A French Grammar*.

betical order, and a frequency list was thus obtained. This task was undertaken at about the same time or a little before Ben Wood had undertaken his well known count.⁶ Wood, however, does not limit his count to beginners' French texts as he includes several advanced compositions. As will be seen from what follows, our investigation had an entirely different scope and was carried out along different lines. It revealed that the nine grammars introduced a grand total of 3951 words and forms. Of these 2139 or 54 percent of the words were used only once, 936 words or 23.7 percent of the total number of words were used twice or three times, and 876 (22.3 percent) words were used four times or oftener. The result of this count, as represented by the above figures, shows how arbitrarily each grammar introduced words which are seldom met either in the written or spoken language. Our grammar frequency list (i.e. 1812 words) was then divided into the first 500 (actually 494), second 500 (382), and the second thousand (936) commonest words and compared with the first five hundred, second five hundred and second thousand commonest words in the English language as represented in Ward's *Minimum Vocabulary Test Book*, and similarly with the first five hundred, the second five hundred (382) words and the second thousand (936) words in the French language, as represented in Henmon's *French Word Book*. By a process of elimination we obtained a general vocabulary common to the three counts, and thus avoided all technical and specific words occurring in the English and Henmon count.⁷ Out of the first 1,000 commonest words in the three counts, we obtained a general vocabulary of 772 words. One count checked against the other with the result that words appear in our list that do not occur at all in the Henmon list,⁸ or have a very low frequency. Of course such uncommon or technical words as *baobab* (with a frequency of 14 times) *makis* (pl.?) (6), *ammophile* (7), *centrifuge* (7), *olfactif* (6), *armurier* (15), *arpent* (22), *bailli* (18), *brebis* (16), *casquette* (18), *pacha* (52),

⁶ "A Comparative Study of the Vocabularies of Sixteen French Textbooks" in *The Modern Language Journal*, XI, 263-289, February, 1927.

⁷ What we did is exactly what Michael West recommends in a recent article entitled "Speaking Vocabulary in a Foreign Language," in *The Modern Language Journal*, Vol. XIV, No. 7, April, 1930.

⁸ For a sound criticism of the Henmon word count see Lucy M. Gay's article, "Reflections on the Henmon Word Book," in *The Modern Language Journal*, Vol. XII, February, 1928.

nain (66), *évêque* (110), etc., etc. do not appear on our list at all. On the other hand, very common words of every day use that are not listed in the Henmon count, such as *la France*, *aimer mieux*, *avant hier*, *la botte*, *le cahier*, *se dépêcher*, *le désir*, the numbers *seize*, *dix-sept*, *dix-huit*, *dix-neuf*, etc., etc. are given a place. In the Henmon count two of the seasons are of importance, *été* (41) and *printemps* (37), but *hiver* is relatively unimportant (21) and *automne* does not occur at all. In the teaching of months, *mars*, *avril*, and *mai* should be omitted because, according to Henmon's list, they are not important since they did not attain the necessary frequency. Our list contains all the names of the seasons and months as well as many classroom expressions that are not found or are of low frequency in the English or French counts, such as *papier*, *classe*, *encre*, *craie*, *crayon*, etc., but which are of great frequency in the grammar count. Similarly a great many common words which belong to the first five hundred or first thousand words in the English and French counts, but which are not found in our grammar frequency list or are of a low frequency, such as *ajouter*, *l'armée*, *le bonheur*, *boire*, *brave*, *capable*, *le cas*, *le chat*, *l'ennemi*, *l'esprit*, *l'étoile*, *la forêt*, etc., etc., have also found a place in our final vocabulary list. Henmon himself in his latest discussion⁹ of word counts admits the above limitations of his count: "In the first place the frequency lists are essentially *reading lists* being based on written discourse. Words of the *home* and the *school* either do not occur at all or have a very low frequency in *every count*. When the oral approach is emphasized, it is then necessary to supplement and revise a frequency list based on *reading*." The Cattell-Fotos frequency list is then superior for introduction in an elementary text-book to the word or frequency counts that have been published thus far.

The Committee on the Modern Foreign Language Study must have soon realized the shortcomings of the Henmon count, and came to the conclusion that 400,000 was not an extensive enough count. Professor Vander Beke's present count was extended to 1,147,784 words which, added to Henmon's 400,000 words, gave a grand total of 1,547,784 running words. The *range* (number of books, in which the vocabulary was counted) was also extended to cover 88 books (units), whereas Henmon's count was based on only

⁹ *op. cit.*

23 books. Common words such as the definite article (which Henmon and his collaborators took the trouble to count 27,749 times!), the indefinite article, numerals, conjunctions, common adjectives,—possessive and demonstrative—prepositions and personal pronouns were omitted from the Vander Beke count. Only the vocabularies of text books of the 19th and 20th centuries were counted. The distribution being: Fiction, 33 units; Plays, 13; Science, Philosophy, Religion, 9; History, Biography, Civilization and Criticism, 16; Newspapers, Reviews, Periodicals, 14; 3 unclassified, giving a total of 88 books. The Vander Beke word list contains 6067 words. In it, 407 words of Henmon's count do not appear at all. These are given in the appendix of Vander Beke's *Word Book*.

What has been said about the word list may also be said about the French Idiom list. Out of a count of 1,183,149 words, made on 87 text-units, Professor Cheybleur selected what he calls the commonest idioms (although a lot of them are verb forms) in the French language. The idea of range and frequency was also applied to this study.

Having given you this preliminary information, you and any sane person will ask: "What is the use of these word and idiom counts? For what purpose has so much valuable time, energy and money been spent, in counting beans, so to speak? What effect will these counts have upon the teaching of the modern foreign languages in our high schools and colleges?"—Vander Beke's answer to these questions is to be found in the Introduction of his *French Word Book*, p. 10.

"The Study Committee is hopeful that the French word list presented in this volume will prove of great value to teachers (1) as a source of word lists for study at the various stages of instruction; (2) to textbook makers, who will find here almost certainly the words with which persons learning to *read* French will come most often in contact; (3) to makers of achievement texts, whether amateurs or professionals; and (4) to individuals or committees engaged in preparing reading texts graduated in difficulty."

Personally I do not see how one could make use of the word list as a "source of study of word lists at various stages of instruction" unless the committee or teacher choosing the reading

texts were to analyse their vocabularies and find out beforehand whether there is a great correlation between them and the French word list. Mr. Carl Johnson,¹⁰ using Henmon's count as a basis, analyzed 37 French textbooks used as readers in our high schools and colleges, and would have us take up these books in the order of their simplicity of vocabulary. But there are far more important considerations in the selection of a reading text, such as the content of the book, the length of the course, and the age of the pupils, rather than the mere study of words. What could be done, however, is what we do at Purdue. After making the selection of a reading text, we base our vocabulary tests primarily on the first five hundred or second five hundred words found in the French Word Book, and expect our students to know these words for reading and even speaking French.

The second use claimed for the *French Word Book* by its makers, namely that it should serve as a basis to textbook makers, is the one that deserves our most serious consideration. There is no doubt that in the learning of a foreign language one of the things of primary importance is the acquisition of a useful vocabulary, and its retention. Ben D. Wood's count,¹¹ as well as the Cattell-Fotos count, and Miss Blackburn's recent article,¹² show well what great liberties have been taken by the authors of our elementary French high school and college grammars. Michael West¹³ says that he analyzed the "modern textbooks in common use in English schools and that after the initial stage their vocabulary is no more than the miscellaneous collection of words which

¹⁰ See the *Modern Language Journal*, February 1927, pp. 290 ff.

¹¹ *Op. cit.*

¹² "An Analysis of the Vocabulary of two recent Grammars," in *The Modern Language Journal*, March, 1930, pp. 431-441. In this article Miss Blackburn analyses the vocabularies of Cardon's *Première Année Moderne*, (1925) and Béziat and Dey's *French Grammar*, and compares them with Vander Beke's word list. In Cardon she found 2388 words, in Béziat and Dey 2051 words. Cardon has 492 words that do not appear in Vander Beke; Béziat and Dey 398. In Cardon 464 words have a frequency of one; in Béziat and Dey, 246. In Cardon 1360 words have a frequency of less than five; in Béziat and Dey 984 words. "Most significant of all," says Miss Blackburn, "is the fact that although 80% of the words found in each of the two books are listed also in Vander Beke, many of these items are not common to all three sources, so that 44% of the words in Cardon do not appear in Béziat and Dey, while 35% of the words in the latter book are not found in Cardon."

¹³ *op. cit.*

happens to be cut out by the scissors of their authors." The Committee's wish for a textbook based on the vocabulary counts was expressed as far back as 1924 by Henmon, but so far no such textbook, or at least not a very satisfactory one, has made its appearance. Why? The reasons are obvious and many. It is evident that in order to write a beginners' textbook with such a vocabulary at one's disposal, which as the authors themselves admit is primarily a *reading* vocabulary, much must be sacrificed. In the first place the words in the *French Word Book*, derived as they are from certain texts, savour of the material from which they are extracted. This is especially true of the words that fall in the lower frequencies. Then you cannot compose sentences and make sense out of them, so that they will interest students of college or even high school age; you would be hard pressed to find suitable subjects with this limited vocabulary;—and the author of these lines is talking from actual experience. It would be exceedingly hard to work and rework even the first five hundred words of the list, in a very satisfactory manner, in any beginners' book. Moreover, from the word list it would be difficult to know what meaning is to be given to the word. For instance, in the second 500 commonest words in the Vander Beke book is to be found the word *coulé*, *to flow*. This word, however, is found to have many other meanings besides:

L'échelle va couler—the ladder will slip.
L'encre ne coule pas—the ink does not run.
Le nez lui coule—his nose runs.
Il a coulé sur ce fait-là—he glided over that fact.
Le vaisseau a coulé à fond—the boat foundered.
La chandelle coule—the candle gutters.
etc.

Many other such examples could be cited. Then, if a teacher is capable of using the direct method, and the many, numerous devices¹⁴ used in the teaching of a foreign vocabulary such as series, pictures, family groups, categorical groups, cognates, synonyms, etc., etc., he would be unable to do so with such a limited and restricted vocabulary. He would thus be unable to get from his students the maximum amount of interest and atten-

¹⁴ See the twenty-eight different devices listed by Mr. Raymond P. Maronpot in an article in *The Modern Language Journal* for April, 1930, pp. 554-60.

tion which play such an important rôle in the acquisition of a foreign language. It seems to me that what a prospective teacher-author must do is to compromise between the French Word List and those words which he thinks ought to be introduced in a beginners' text, according to the probable users of his book. Only the general words should be introduced, words that would be useful to all classes of people, and these should not exceed 1000. Our present grammars contain altogether too many words. If the prospective teacher-author were to work and rework these 1000 words sufficiently enough, in interesting exercises or reading selections, and keep on repeating them from lesson to lesson instead of losing sight of them as our present books do, there is no doubt in my mind that the student with ordinary intelligence and diligence would acquire even at the end of his first year a vocabulary sufficiently adequate to read and even converse intelligently on any general topic.

As for the third use claimed for these word lists and idiom counts, namely that they should serve for the making out of standard examinations, I should like to say that what the Committee like all good educators, is seeking, is standardization. These self-styled "scientific" investigators, who know but little about Modern Languages, would tell the teacher how much French, German or Spanish his students ought to know and especially what vocabulary they should have mastered after a certain length of "exposure" to it. According to them, tests should be given after a certain period of instruction, and a passage of French chosen, containing not too many uncommon words.

Coming to the last and final use suggested by the committee, that these counts might be useful "to individuals or committees engaged in preparing reading texts graduated in difficulty," I have the following remarks to make:

Difficulty of vocabulary, as already stated, should by no means be the only or even the principal criterion for the period of instruction at which a given text should be read. There should be other very important considerations. But what this American Committee wants teachers of Modern Languages to do is "to right about face" once more, and make reading the main aim. Dr. Price¹⁵ sums up the matter well: "It seems to me that the issue is clear-cut:

¹⁵ *Op. cit.*

either these frequency studies will have no appreciable effect on the aim, content and method of the high school courses in modern foreign languages, or, on the other hand, they will lead gradually to a re-shaping of the aim, content and method of these courses. This re-shaping can follow but one road: a reading 'aim,' a reading 'method,' a reading 'content' made up of material ranging from 'magazines and newspapers through legal, theological, medical, historical, commercial, military and parliamentary writings,' either (a) selected from existing material and adapted to school purposes on the basis of the word frequencies, or (b) made up specifically by the author-teacher on the same basis.

"There is already evidence that 'made texts' will be used: texts dealing with the history, geography, political organization, achievements in business, the sciences, art, etc. are already on the market, under high-sounding titles like 'Kultatkunde,' 'History of French Culture,' 'Spanish Civilization,' etc. In some cities a syllabus of so-called 'cultural' material is used. Pupils must be able to identify the great men of the nation, and tell for what such and such an author is famous; whether "bouillabaisse" is a province or a stew, etc."

I cannot help but agree with Dr. Price and quote his closing remarks: "To get anything to stick in the minds of high school (nay, even college,) pupils, it must be drilled over and over and over again, now in this form, now in that; it must be heard, must be spoken, must be seen, must be written; and worked over and over again; and even then half of it is forgotten from class to class and from year to year. And is there anyone so simple as to think that pupils who are not particularly interested in poetry and prose of imaginative authors: lovely simple lyrics and beautiful stories and entralling *Märchen*, will be interested in dry facts of history, geography, political economy, culinary ingredients of *bouillabaisse* and *Apfelstrudel*, involving a recognitional knowledge of five or six thousand words? Well, if they do, all I can say is to quote the German ending of some fairy tales: "Wer es glaubt, bekommt einen Taler."

John T. Fotos

Purdue University

RE-STATEMENT OF THE LANGUAGE REQUIREMENTS FOR THE B.A. DEGREE IN TERMS OF ATTAINMENT*

(*Author's Summary.*—Need of a re-statement of foreign language requirements for the B.A. which will place the emphasis upon attainment in the subject rather than upon credits or courses studied. Plan just adopted by the University of Wisconsin.)

THREE is great divergence in the requirements for the B.A. in the different colleges of the country, as has been very well brought out in the investigation of Miss Miller, published in the March number of the *Modern Language Journal*. They are usually stated quantitatively, and may or may not include a combination of work in high school and in college; they sometimes specify certain languages, classic or modern, sometimes accept almost any of those commonly taught. Only rarely is mention made of a definite attainment, such as reading ability, e. g. for the medical and graduate schools.

Perhaps this goes back to the old theory of the disciplinary value of the studies. The B.A. represented the discipline of language study, as that of other subjects, tho there has been present the thought that an educated man should be familiar with some foreign language, at least to the extent of being able to read it. I myself prepared a paper, not long ago, on the by-products of foreign language study,¹ and I still believe very firmly that daily preparation and class drill offer excellent training, a good mental exercise which is profitable in various ways, irrespective of the final results in the ability to make actual use of the language—especially after a lapse of years.

The fact remains that foreign languages are one of the groups of subjects in the curriculum which can most readily be used as tools, and in which attainment, or lack of it, is most apparent, both to those who have studied them, and to colleagues in other departments who desire to have their students use them and find them unable to do so. From the failure to meet such a test, which is not applied to other subjects, has come in my opinion, much of the opposition to a language requirement. Add to this the fact that language study demands con-

* Part of paper presented at meeting of Modern Language Federation of the Central West and South, at Chicago, May 3, 1930.

¹ *MLJ.*, 13:257.

tinuous day by day preparation, more than many other subjects in which the student's common sense and general reading help him; the fact that many begin the study after they have entered college and at an age when acquiring a foreign tongue is more difficult; and that because of the methods used in many places progress is slow, so that after two years of study one can neither read nor speak the language, and you have grounds for wide-spread dissatisfaction. It is really surprising that there are so many who regard language study favorably and loyally support it.

At present, at the University of Wisconsin, which has maintained a requirement of thirty-two high-school and college credits for the B.A., (a credit representing one hour per week for one semester in college, and equating the high-school year with the college semester), a student who has had four years of Latin in high school may satisfy the requirement, if he wishes, by taking one year each of French and German in college. When he reaches his junior or senior year and is asked to read a French or German book in his major subject, he usually demurs, and admits he cannot do it. This often happens even when he has had two years of the language in college, and has passed each semester with a fair grade—working at it as a task to be got thru with, and regarded as done forever when he has finished his examination at the end of the sophomore year.

One may say that we should raise standards, inspire the student to go on by himself, or revise our methods. All should remember, however, that more is not expected of a student in chemistry or mathematics or history. However, the student rarely has occasion to use any of these in a concrete way, while he may very likely have occasion to use his foreign language. If he goes to Europe and has forgotten the details of his course in medieval civilization or Modern European History, his guidebook may remind him, or he may easily read a book on the subject. If he has failed to keep up his language, of which he had only an imperfect knowledge to begin with, he may realize it is all his own fault, but others are apt to laugh at him, and say, "Why I thought you studied French in college!"

In view of these facts, and in line with a general educational policy of emphasizing the actual acquirement of ability in the subjects one studies, it has long seemed to some of us that the require-

ments for the B.A. should be re-stated in terms of attainment, particularly in foreign languages.

Such a shifting of emphasis from credits and the mere passing of courses ought to introduce a different spirit into the attitude of the student from the very beginning, even in high school, and encourage individual reading and study, outside of preparation for daily classes and assignments, so that having once acquired a real ability, the possessor will appreciate its value and use it. The responsibility for learning will be put very definitely on the student. He is given a goal and a real incentive. With the re-statement of requirements it will no longer be necessary to count credits, and insist upon the pound of flesh, if an unwilling student is offering 14 instead of 16 hours, or a total of 31 instead of 32; nor will it be necessary to relieve from further language study one whose indifferent work has permitted him barely to pass the requirements for a course, altho we know as well as he that his practical knowledge of the subject, even for reading, is very slight.

As a corollary to the attainment test, it is desirable that some scheme of real co-operation be worked out with other departments, whereby the student will be encouraged to use his knowledge of the foreign language for reading in his chosen field, thus keeping up and increasing his command of it, and also having the satisfaction which comes from the actual realization of his new skill.

A new statement of requirements for the B.A. has just been adopted by the College of Letters and Science of the University of Wisconsin which, it is hoped, will promote the attainment of the desired result. This plan, which will not go into effect for another year at least, provides in brief:

1. That incoming students be assigned to classes in foreign languages, English and mathematics, on the basis of placement examinations. Those capable of passing attainment examinations at this stage may do so and be excused from further study in the subject if they so desire. This applies also to the requirement in history and natural science.

2. The language requirement for the B.A. degree shall be met by proving proficiency in a single language or reading knowledge in two languages, ancient or modern.

"Proficiency" in a modern foreign language is defined as com-

prising: (a) the ability to show adequate comprehension of representative passages from classic and modern authors (which may include material from the student's major field); (b) the ability to understand and pronounce simple phrases in the spoken language; and (c) some knowledge of the history of literature and the culture of the foreign people.

"Reading knowledge" involves the ability to pronounce the language and to interpret adequately modern prose of average difficulty.²

This attainment is to be determined by tests to be worked out, during the next year, by a committee consisting not merely of language teachers, but representing the whole college, since the requirements in other subjects such as English, history, mathematics and the natural sciences, specified for the degree, may be met in the same way. The passing of these tests does not reduce the total number of credits to be obtained for the B.A., but permits capable students greater freedom of election, and again calls attention to the mastery of the subject, rather than to the mere passing of the course.

The recommendation is made that a plan be devised by which students who have passed their attainment examinations in a foreign language may have the opportunity to continue the use of the language under supervision as a regular part of their course.

It is also provided that a question involving the ability to read simple prose in a foreign language shall form a part of the comprehensive examination in the field of concentration required of all students in their senior year.

It is not for a moment to be supposed that this plan is regarded as entirely new, or perfect, or that it will meet all the objections raised against language requirements in general. It is the result of various compromises and the study of similar efforts elsewhere. Naturally, language study will continue to be hard for many. Some will have even greater difficulty in passing the attainment tests than in gaining the required number of credits. Furthermore, success

² "Proficiency" in Greek or Latin is to be shown by demonstrating (a) the ability to read and translate representative passages from those parts of Xenophon, Homer, and Plato, or Livy and Horace, which are usually read in college, and (b) such knowledge of ancient life and literature as is needed to interpret them. The "reading knowledge" is to be shown by a test involving only the prose writers in the list.

is going to depend, in large part, on the way the scheme is administered, particularly the examinations, which will have to be worked out with great care and revised in the light of actual practice. It is possible that it will result in important changes in the courses and methods of instruction in the different years. It should encourage much independent study and reading outside of courses.

The definition of "proficiency" will not be acceptable to all. The committee of the language departments struggled over it, and sought some other term; it represents what seemed a reasonable demand to be made of candidates for the B.A. who offer a single language, rather than a technical explanation which would be satisfactory to educational experts. The amount of skill demanded in the language will be much more easily acquired by some than by others, and more readily attained in one language than in another. The desire was to avoid expressing the requirement in terms of courses or years of study, but, in general, the best students in French ought to be able to demonstrate the necessary ability after three years of college French, including an elementary survey course. The reading knowledge test ought not to be too difficult for those who have had three or four years in a good high school or two years in college. Those who are willing to read widely by themselves should be able to shorten the time spent in class. The specifications regarding the ability to pronounce, to speak, and understand do not aim at perfection, and it is intended that the interpretation of the whole provision be based on reason.

In the transfer of credits to other institutions it will probably be necessary to use only the old measure of course credit or year of study, but each college ought to be able to develop for itself a more flexible system of placement of transfers, which will take into account differences of quality, as well as quantity, of previous training or independent study, irrespective of the actual counting of credits for graduation.

It may be asked why it was thought necessary to require all students to take the attainment examinations in foreign language, and not excuse those who had taken certain specified courses, as is done at Harvard and Yale and Swarthmore, which have attainment tests in a somewhat different form. This would certainly result in a great diminution of special examinations, and be far more economical.

The answer is that the endeavor has been to get away completely

from the association of attainment in the language with specific courses, and with work in the class-room, and to place the emphasis on a degree of mastery of the subject which can be demonstrated by as impersonal a test as possible.

Perhaps the benefit of this separation of attainment from one means of acquiring it is not worth the cost, and experience may lead to some modification of the kind above mentioned, but at present the whole responsibility is being put on the student to prepare himself as best he can, have a definite incentive, obtain a real knowledge, and demonstrate it when he feels ready. It is the aim of the requirements to cultivate this new spirit, which, it is hoped, will animate even the beginning classes, and spread thru all the work.

The specific insistence on attainment tests in foreign languages for all candidates for the B.A. is therefore a new experiment. It has appeared to me worth while to call it to the attention of teachers both in high school and college. The particular form of the requirements adopted at the University of Wisconsin may not appeal elsewhere, but the importance of the change of standard from one of quantity to one of quality should be apparent, and it is the writer's hope that it may be widely imitated.

Casimir D. Zdanowicz

University of Wisconsin

NOTE

The revision of my paper for publication was completed when the May number of the *Modern Language Journal* reached me, containing the very interesting address of Professor Rockwell, entitled "College Teaching of Modern Languages," delivered at the Bucknell University Educational Conference, October 12, 1929. I am sorry not to have seen his proposals earlier.

In his plea for standards expressed in terms of attainment rather than of credits, Professor Rockwell advocates three levels of attainment, and proposes seven points to be observed in fixing them: 1, pronunciation; 2, visual comprehension (reading ability); 3, auditory comprehension (understanding spoken language); 4, oral control (ability to speak); 5, written control (ability to write); 6, knowledge of history and institutions (informational material, *realia* = *Kultatkunde*); 7, cultural appreciation (appreciation of literary and social values, etc.). Of these, five (nos. 1, 2, 3, 4, 6) are included

in the proficiency requirement adopted by the University of Wisconsin, and a part of the type of work which he calls *Technical* may also be included in the proficiency and reading knowledge tests, and is recommended for special reading under guidance of a member of the language departments. A reading test at the end of the senior year has also been provided.

In the placement of entering students according to some form of achievement test, the question of credit for repeating courses previously taken in high school was left to be studied by a committee. Opinion was evenly divided in the language departments. It is understood that the placement is to be provisional, and that any students demonstrating in actual class work the ability to go into a higher course may be advanced after the beginning of the semester. The suggestion that students be thoroly oriented at the beginning as to the purpose and method of foreign language study will probably be followed up in freshman week.

The prognosis tests have not been sufficiently developed, I fear, for trustworthy determination of the question whether a student should or should not be excused from language study, but another degree (Ph.B.) is open to those who do not wish to take foreign language or who belong to the small group unable to acquire even a reading knowledge.

In my judgment, it is far more desirable, in view of the great variations both in quantity and quality of work done for 8 credits (or 16, or 32) in different institutions, to state the degree of attainment desired at two levels, and to adjust the courses of instruction to supply this, rather than to attempt to fix a median at three levels on the basis of the present results after 8 or 16 or 32 credits. The skill now gained after one year (8 credits) by the average student, is not of a sort to be very lasting.

The suggestion for a committee in each of the language associations to work on this problem is a good one. It has been the hope of some of us that the Modern Language Study might be continued with proper financial support, so that some of the matters which it had got under way might be further investigated and new ones taken up. The question under consideration would be one well worth the time and effort of such a committee.

L'ANNÉE LITTÉRAIRE MIL NEUF CENT TRENTÉ

CE FUT une année de moisson excellente un peu dans tous les domaines, et avec un nombre infime d'œuvres embarrassantes, c'est à dire de ces œuvres où il est difficile de savoir si l'auteur est un peu toqué ou s'il se moque du monde. Ajoutons que les prétextes saisis pour affirmer un certain respect du passé sont une indication aussi d'un esprit plus rassis. Et si on en avait un peu assez du centenaire du Romantisme qu'on célébrait sans interruption depuis trois ans,—et qu'on n'a rappelé avec quelque pompe que par la représentation d'*Hernani* au Théâtre Français le 25 février, on se souvint, cependant, que 1830 fut l'année du *Rouge et noir* de Stendhal, du *Gobseck* de Balzac, des *Consolations* de Sainte-Beuve, des *Contes d'Espagne* de Musset, et de la mort de Benjamin Constant. On célébra également le cinquantenaire des *Soirées de Médan*, le troisième centenaire de la mort d'Agrippa d'Aubigné, et avec beaucoup d'éclat les fêtes en l'honneur de Mistral,—particulièrement en Provence. Il convient de rappeler que le "Grand Prix de littérature" fut décerné par l'Académie à la petite fille de François Buloz, celle qui écrivit avec tant de conscience une histoire des deux premiers tiers du XIX^{me} siècle en tant que celle-ci pivota autour de la *Revue des Deux Mondes* (elle écrivit aussi quelques romans, ainsi cette *Ratoune* dont nous avons parlé dans une précédente chronique, et un volume sur *Pauline de Beaumont, l'Hirondelle de Chateaubriand*). Enfin, on attribua un Prix extraordinaire à George Duhamel, pour l'ensemble de son œuvre, comme à un écrivain fort goûté du public moderne, mais de dispositions modérées. On ne voit pas, avec tout cela, à quoi riment les sortes de manifestes littéraires révolutionnaires d'un Henri Poulaille, qui dans *Le nouvel âge littéraire* prétend que "l'écriture d'un Proust, d'un Mauriac, d'un Maurois, d'un Dekobra ne suit plus le rythme de la vie," ou d'un H. Champly qui annonce dans *Mil neuf cent trente, ou l'antiromantisme* un "cyclone qui roulera cinquante générations;" ou d'autre part, d'un Louis Reynaud auteur de plusieurs volumes sur le romantisme, qui estime que rien ne s'est produit d'intéressant en matière de littérature depuis le romantisme (*La crise de notre littérature; des romantiques à Proust*). Un peu de l'avis de M. Reynaud seraient peut-être les fondateurs de deux nouvelles revues, l'une consacrée plus particulièrement à étudier l'œuvre de Chateau-

briand (Société Chateaubriand, Président Dr. Le Savoureux, Vallée aux Loups, par Chatenay-Valabry, Seine), l'autre celle de Mme de Staël, (*Revue Occident, Cahiers Staëliens*, 30 Boul. St. Michel, Paris). Signalons une tendance très nette chez les savants de réagir contre une disposition à ignorer dans la littérature du passé *l'idée*, la "substatifique moelle" comme disait Rabelais, tendance à laquelle porte témoignage la brochure de M. Philippe Van Tieghem, *Les tendances nouvelles de l'Histoire littéraire*.

Dans le domaine de la POÉSIE mentionnons d'abord l'attribution du Prix Claire-Virenque (pour des vers spiritualistes) à Camille Melloy, pour *Parfum des buis*; le Prix Sully-Prudhomme à Louis Poullain, pour *La source claire*; et le Grand Prix de poésie Fabien Artigue à Mary Henri-Ronie, pour *Le monde est à toi*. Parmi les autres recueils que se recommandent par une facture excellente, on pourrait nommer Alfred Mortier, *Le souffleur de bulles*, Pierre Gueguen, *Jeux cosmiques*, Aug. Garnier, *Chemin vers la mer*, Tristan Derème, *Poème des Colombes*, et *Caprice*, et Jules Supervielle avec son désespéré *Le Forçat innocent* (qui demande d'être métamorphosé en "un peu de pierraille ou de roche" pour que cesse pour lui la torture de la pensée). Citons ici un poème de circonstance écrit par le poète suisse René-Louis Piachaud, *L'évocation du fleuve Rhône*, à l'occasion des fêtes du Rhône organisées à Genève en collaboration avec les autres villes situées sur le cours du grand fleuve. Plusieurs poètes aiment à s'inspirer des âges passés, ainsi André Berry, dans son *Chantefable de Murielle et d'Alain*, et son *Florilège des Troubadours*, ou Charles de Saint-Cyr, dans *L'autre livre de Tristan et Iseult*, ou encore L. Vérane dans son *Livre des Passe-temps*, écrit dans l'esprit ronsardien. On a beaucoup vanté, à l'occasion des fêtes du millénaire de Virgile, une traduction nouvelle des *Eglogues* par Xavier de Magalion; la traduction de Delille n'avait jamais été fort satisfaisante. Parmi les poètes qui essaient encore de tirer quelque chose des curieuses élucubrations dadaïstes, citons Paul Eluard, *A toute épreuve*, Ribemont-Dessaignes, *Frontières humaines*; et quant à la licence de la pensée au moins, le recueil à base de masoshisme, *Poèmes d'amour* par Claire et Ivan Goll; et Th. Briant, *Premiers vers de poèmes*.

M. l'abbé Bremont continue ses sondages de l'essence de la poésie dans un essai sur *Racine et Valéry*; et la tentative de pénétrer le secret du mystère d'une façon scientifique de Pius Servien, dans

Lyrisme et structures sonores, et *Rythmes comme introduction physique à l'esthétique*, intéressera chacun: il s'agit de chercher l'élément rythmique non pas dans les vers "arithmétiques," c'est à dire à compte de syllabes, préconisés depuis Malherbe et Boileau, mais dans de la prose qui a spontanément un élément de mesure musicale, bref il s'agit de chercher chez les grands *prosateurs* de la littérature française les principes de la *phrase poétique*.

Sans qu'il y ait eu de victoire vraiment sensationnelle, il y a eu au THÉÂTRE en l'an 1930 un nombre inusité de réussites: Au début de l'année *Le beau métier*, par Henri Clerc, un magnifique tribut rendu au magistrat dont le seul et unique souci est de remplir consciencieusement son devoir, ce qui demande, au milieu de tant de tentations, un véritable héroïsme souvent. La pièce admirablement rendue par Simone, *L'ACHETEUSE* de Stève Pasteur, présentant un type bien moderne de la femme qui croyant à tous ses droits pense même pouvoir acheter l'amour—tentative qui se termine, est-il besoin de le dire, en lamentable tragédie. Le même thème, est abordé sous forme de comédie par Maurice Donnay qui a adapté, avec une intrigue à lui, *L'ASSEMBLÉE DE FEMMES* d'Aristophane—pièce qui rappelle que le sujet n'est pas aussi neuf que certains l'imaginent: Les femmes décrètent leur droit à l'amour; aussitôt viennent à elles, les manchots, les vagabonds, les débraillés de toutes sortes pour réclamer leur part au festin. La pièce de Jacques Deval, *Etienne*, a comme sujet la destinée d'un jeune adolescent malheureux entre des parents mal assortis, spectacle d'un pessimisme douloureux. F. Nozière, *Cette vieille canaille*, met en présence un jeune homme qui a tous les avantages de la jeunesse, et qui est adroïtement roulé par un "beau" beaucoup moins jeune, mais qui connaît, si on ose dire, les "ficelles." Charles Vildrac dans *La Brouille*, pièce vigoureuse, nous montre qu'il n'en est pas encore à abandonner ses drames de la couleur sombre. Dans le même ton, l'on a encore *Jean Musse ou L'Ecole de l'hypocrisie* de Jules Romains, qui rappelle assez l'esprit du vieil Alceste. Comme drame citons encore une pièce sioniste, *Terre d'Israël* par Helsey et Botrot.

Le Voyage sentimental de Jacques Chabannes fut la pièce de résistance de la saison au nouveau "Théâtre 1931" (Place Denfert)—c'est un 'voyage sentimental' dans le passé amoureux du héros évoquant ses différentes flammes. Une tentative plus audacieuse, un peu dans le même domaine, est celle de George Neveux qui dans

sa *Juliette ou la clef des songes* fait parler tous ses personnages à l'état de rêve.

Citons sans commentaires comme pièces ayant eu quelque succès: R. Gignoux, *Professeur d'anglais*; André Rivoire, *Pardon Madame*; J. Deval, *Barricou*; Acrement, *Le soir des noces* (d'un genre bien différent de *Ces dames aux chapeaux verts*); A. Bibesco, *Mon héritier*. Le *Bobard* de Jean Sarment est un type qui rappelle assez le triste Salavin de Duhamel. Tristan Bernard nous offre une fois de plus sa tranquille philosophie de la vie dans *Langrevin, père et fils*.

La chair, de Ch. Méré, et *Le péché d'Orna* sont des pièces dont le titre annonce assez l'esprit. M. Rostand, reprend dans *L'homme que j'ai tué* le sujet d'une nouvelle (un souvenir de guerre qui hante le héros de l'histoire).

Le Soulier de satin de Paul Claudel n'a pas encore été représenté en France; l'action se passe surtout en Espagne, c'est un long drame dans l'esprit très catholique coutumier à l'auteur, et qui s'oppose à l'esprit dit moderne. Ajoutons qu'un jeune étudiant, M. Baudouin, a obtenu le 'prix Brieux,' destiné à une pièce de tendance moralisatrice pour *Ariel et Caliban*. Les acteurs groupés sous le nom de "Compagnons de Notre Dame" ont offert entre autres, en 1930, *La mariage de Saint-Joseph* par H. Brochet, et *Peau d'Ane* par H. Ghéon. Jacques Copeaux a repris pour quelque temps son 'Théâtre du Vieux Colombier' où il présente de la *Commedia dell'arte* avec ses "copiaux" ou "Compagnie des Quinze."

Dans le domaine du ROMAN de même, il est un nombre inusité d'œuvres qu'il est difficile de ne pas nommer, soit à cause de leur valeur propre, soit à cause de la renommée de l'auteur. René Béhaine publie le septième volume *Au Prix du bonheur* de son roman en série *Histoire d'une société*; Claude Aveline commence à son tour une œuvre de longue haleine—dont l'étendue lui est encore inconnue à lui même,—*La vie de Philippe Denis* (deux volumes ont paru *Madame Maillard*, et *La fin de Madame Maillard* qui marquent les premières étapes dans la vie amoureuse du héros); la presse a fait le meilleur accueil au nouvel écrivain. Pierre Frandaie dans *Béatrice devant le désir* a réussi à être original dans un thème qui ne l'est guère, la jeune fille entre l'homme d'âge mûr auquel le "désir" ferait préférer un amoureux plus jeune. J. H. Rosny demeure fidèle à la note réaliste dans *Le fauve et sa proie*, une jeune fille molestée par les

poursuites bestiales d'un Chinois; H. Bordeaux nous décrit la vail-lance d'une jeune fille moderne dans la vie moderne, *Tuilette*. Quant à Jean Giraudoux dans ses *Aventures de Jérôme Bardini*, il nous conte avec sa nonchalance coutumière l'histoire d'un jeune homme que la vie désenchanter, il essaie d'y chercher de l'inédit, il va pour cela jusqu'en Amérique, mais finit par rentrer au bercail assez persuadé que la vie est la même partout. On trouvera un contraste frappant avec Giraudoux dans le roman posthume de Paul Drouot, *Euridice deux fois perdue*, salué par la critique comme une œuvre profonde, et qui décrit un amour qui remplit l'être tout entier d'une passion romantique et douloureuse. Bon nombre des romans les plus lus reprennent le thème fréquemment traité ces dernières années, des mariages mal assortis, et où le troisième personnage du triangle, s'il existe, n'a qu'une place de second ordre. Citons en premier lieu *Cécile de la folie*, qui obtint le 'Prix Femina,' et qui est de Marc Chadourne (l'auteur du roman si lu l'an dernier, *Vasco*); il s'agit d'un homme sans grande volonté qui a en face de lui une femme qui, elle, a de la volonté pour plusieurs, et avec cela une nature qui ne tient pas de celle de la colombe; Jacques Chardonne (l'auteur de *l'Epithalame*), dans son nouveau roman *Eva, ou le journal interrompu*, se plaît toujours dans ses analyses minutieuses du cœur, et ici encore c'est l'homme qui a la mauvaise part; et tel est le cas aussi dans le premier roman, fort bien accueilli de Madame Simone, la fameuse actrice, *Le désordre*, dont le principal personnage a quelques analogies avec Mme Bovary. Un des romans les plus lus fut celui de Jean Prévost, *Les frères Bouquinquant*, le récit de la rivalité et la haine de deux frères. Peut-être le succès le plus sensationnel de l'année fut *David Golder*, l'histoire d'un usurier juif, écrite par une parfaite inconnue Irène Nemirovsky; au sujet de ce roman on n'a pas manqué de rappeler l'histoire du Père Grandet. Encouragée par ce succès, l'auteur a lancé tout de suite un autre roman composé antérieurement, *Le Bal* et qui réfléchit une notion de la vie encore plus impitoyablement pessimiste. Fort triste aussi, le très beau roman de Mme Galzy, *L'initiatrice aux mains vides* (une maîtresse d'école) qui a obtenu le 'Prix Brentano', fut traduit admirablement par Jean C. Leclercq, et publié à New York sous le titre de *Burnt Offering*. Parmi les écrivains qui publient sous l'étiquette nouvelle de "Populistes"—sorte de résurrection du Naturalisme—c'est encore le nom d'une femme qui triomphe, Céline

Lothe, l'auteur pleine de talent de *La petite fille aux mains sales* (1929), qui donne *Cœur triste chez les sans-repos*, dont le titre indique assez la nature. Des dames qui fondent leur succès sur l'étagage de la sensualité, il y en a toujours; en l'an 1930 les plus audacieuses furent Marie Laparcerie, *Isabelle et Béatrix*, et Raymonde Achard, *Les deux baisers*. Ceci nous amène aux romanciers qui spécialisent dans le royaume des apaches et qui ne furent point paresseux: Carco, le chef de file donne *La rue*, P. MacOrlan, *Nuits aux bouges*, Marcel Aymé *La rue sans nom*, Ph. Soupault, *Le grand homme*, Gaston Chérau, *La volupté du mal*, etc. Notons cependant que la critique commence à trouver monotone cette littérature, estimant qu'il y a en somme plus de variété et d'intérêt dans les crapuleries d'êtres plus "sophistiqués"—si nous osons employer ce terme américain. Il est difficile de dire si c'est le public ou les écrivains qui se montrent moins empressés aussi pour le roman paysan; en tous cas, en 1930 il n'est guère que Jean Giono qui ait attiré l'attention, par son petit écrit *Présentation de Pan*, où il expose comment il s'y prend pour dessiner ses paysans de *La Colline* et de *Un de Baumugnes*, et dans un roman de braconnier intitulé *Regain*. Quant à *Samson, fils de Samson* par F. Lefèvre, c'est plutôt un roman de superstition populaire qu'un roman paysan proprement dit. Comme romans de sport, il faut en indiquer deux, André Cazanave, *Le stade aux cent portes*, et H. Chabrol, *La chair est forte*.¹ Plaçons ici un roman d'un genre spécial, *Comédie animale*, dont le héros, un chimpanzé, Julot, est présenté par André Demaison, le gagnant du 'Grand Prix du roman' en 1929.

Il y a à relever un groupe de ce qu'on pourrait appeler des romans historiques, ou en tous cas, qui se déroulent sur un fond historique: Louis Artus, *Au soir de Port Royal*, une aventure qui rappelle assez le célèbre livre de Marcelle Tinayre *La maison du péché*; Armand Praviel, *Angélique et Sylvie*, un drame du XVIII^{me} siècle en Provence; Vautel et Escholier, *L'empereur aux yeux bleus* (Napoléon III); Claude Anet, *Meyerling* (l'histoire souvent ra-

¹ On lit dans *Le Temps* du 4 déc. 1930 sous ce titre *Prix littéraire de football*: "Le prix littéraire du football, composé de MM. Jean Giraudoux, Marcel Berger, Joseph Jolinon, Hanot, Gambardella, et Pfefferkorn, s'est réuni au siège de la Fédération française du football pour l'attribution de son prix annuel de 2,000 francs. Plus de trois cents contes avaient été présentés au jury qui a retenu celui d'un nouveau-venu dans les lettres, M. Pierre Laroche, intitulé *Rencontre de Bouzingue et du sport*."

contée); et Maurice Bédel, *Philippine*, qui contient une satire pi- quante du fascisme. On a coutume de ranger sous la rubrique «roman» des récits de voyages exotiques, parce que le plus souvent ils sont parsemés de récits anecdotiques. Suivons donc cette coutume, et commençons par nommer *Malaisie* de H. Fauconnier, auquel a été attribué le 'Prix Goncourt' du roman. André Malraux ajoute à sa série *Puissances du désert* (qui avait commencé par *Les conquérants*, 1929) *La voie royale*; nous sommes en Chine. Pierre Benoit est davantage dans l'esprit du roman dans son *Soleil de minuit*, également en Chine. Deux romans nous transportent en Allemagne, l'un écrit de la main magique de F. Miomandre, *Baroque*, l'autre une sombre analyse d'un sinistre type d'Allemand *La tourmente* par Georges Iman. On a suffisamment parlé du roman de Paul Morand, *Champions du monde* pour que nous nous dispensions d'insister.

Il ne reste qu'à nommer quelques recueils de nouvelles qui présentent plus qu'un intérêt ordinaire: J. Kessel, *Rage au ventre* (en Russie révolutionnaire); J. J. Brousson, *Les nuits "sans culottes"* (drames féroces de la Révolution française); Jean-Louis Vaudoyer, *Nuits à l'Hôtel Beaux Monts*; H. Duvernois *Le journal d'un pauvre homme*; et Bourget, *Vengeance de la vie*, et Agnès Delas.

Parmi les GENRES DIVERS, on observe un recul léger dans la popularité de la biographie romancée; citons cependant *L'abbé Fouque* (l'ami des enfants) par H. Bordeaux, *Byron* par A. Maurois, *La vie inspirée d'Emerson* par R. Michaud, *Moussia et ses amis* (Marie Bashkirtseff) par Albéric Cahuet, et *Le général Margueritte* par Victor Margueritte, son fils. Comme livres de souvenirs personnels, les mieux accueillis furent *Sido* de Mme Colette (évocation de sa mère), Léon Daudet, *Rive Gauche*; et, à part, le pathétique volume de Clémenceau, *Grandeurs et misères d'une victoire*. Les récits de voyages semblent eux, plutôt gagner encore en popularité et ils n'étaient déjà pas mal estimés. Citons Mabille de Poucheville, *Le chemin de Saint-Jacques* (pour les fidèles des Chansons de gestes); L. Bertrand, *Les nuits d'Alger*, (où l'on lit comment l'Afrique du nord a évoqué dans la pensée de l'auteur les héros de nos grands poètes, Pyrrhus et Hermione, Néron, Roxane, etc.); G. Duhamel, dans *Chant du nord*, évoque la Finlande; Luc Durtain, dans *Dieux blancs, hommes jaunes* la Chine et l'Indo-Chine; M. Dekobra, dans *Les Tigres parfumés*, l'Inde; Miriam Harris dans *Terre d'Adonis*,

la Syrie; et il faut bien nommer une fois encore ici H. Fauconnier, qui a si bien raconté des pays asiatiques dans sa *Malaisie*.

Inutile de faire autre chose que mentionner les livres sur l'Amérique, *New-York* de Paul Morand, et *Scènes de la vie future* de Duhamel; ils ont été commentés sans fin depuis leur apparition. Il en est d'autres, mais qui ne nous apprendront rien sur ce pays.

Quelques livres d'essais divers: bornons-nous à nommer, un second volume de *Variétés* de P. Valéry; un livre de Mme de Nouailles, au titre curieux *Exactitudes*, et qui est rempli de lyrisme. Le très original esprit qu'est M. de Montherlant publie une étude des plus suggestives dans un court volume *Pour une vierge noire*.

En terminant cette rubrique, relevons une recrudescence d'intérêt dans les livres de guerre—qui du reste avait commencé depuis quelque temps, avant 1930. Un ouvrage, spécialement, en résume l'esprit, c'est *Souvenir du temps des morts* par André Bridoux; l'auteur rompt nettement avec la tendance qui domina ces dernières années de ne vouloir considérer dans la grande guerre qu'une époque honteuse pour l'homme civilisé; il ne faut point oublier que cette guerre avec toutes ses horreurs donna l'occasion à l'humanité de se montrer sous le jour le plus touchant et le plus beau; qu'on dise la vérité, mais toute la vérité et non seulement celle qui avilit l'homme. Deux collections sont en voie de publications se proposant d'évoquer la période de la Grande Guerre; l'une toute française, sous la direction de George Raeders, *Témoignages des combattants français*, à laquelle collaboreront des écrivains de marque ayant fait la guerre,—tels M. Genevoix, Delvert, Henry Malherbe, Louis Thomas,—et dont un premier volume vient de paraître *Noir et or, Chronique de la guerre*, par André Thérive (aujourd'hui critique littéraire du *Temps*). L'autre sous le titre de *Combattants européens* sous la direction de José Germain, Président de l'Association des Ecrivains anciens-combattants, et où des collaborateurs de toutes nationalités seront représentés, allemands, anglais, belges, italiens, russes, etc. Il y eut plusieurs volumes intéressants en dehors de ces collections, tels M. Genevoix, *Les Eparges*, Jacques Boulenger, *En escadrille*, Marcel Sauvage, *Le premier homme que j'ai tué*, Foucault, *Le héros* (note barbussienne), une édition contenant les passages censurés pendant la guerre, du magnifique livre d'Albert Erlande, *C'est nous la légion (la légion étrangère)*; enfin Constantin Wyer, *P. C. de Compagnie, réponse de l'offi-*

cier français à tous les livres de guerre français et étrangers, qui est dédié à Joseph Jolinon, l'auteur des *Revenants dans la boutique*, un livre de guerre qui fit du bruit fin 1929 mais dont nous n'avions pas parlé pour cause de brièveté.

Dans le domaine de l'**HISTOIRE LITTÉRAIRE** et de la **CRITIQUE** signalons, au risque d'être injuste pour beaucoup: Faral, *La légende arthurienne*, 3 vol. qui nous donne enfin les résultats du cours professé au Collège de France et qui renouvelle le sujet comme Bédier l'avait fait pour les chansons de gestes; l'édition des *Essais de Montaigne*, par Villey, l'homme qui connaît son Montaigne comme personne ne l'avait jamais connu; deux petits volumes sur Joachim du Bellay, par Vianey et par Ambrière, et les *Problèmes littéraires du XVI^e siècle* par Sainéan. Un petit ouvrage original sur *Les Fables de La Fontaine* de René Bray (Coll. Grands événements litt.); une *Vie de Vauvenargues* de P. Richard; un *Baumarchais*, de Lazarus, et une piquante *Marquise de Châtelet, amie de Voltaire* de A. Maurel; on a fait vraiment trop de cas de Prodhomme, *Voltaire raconté par ceux qui l'ont vu*; Mlle Barr a publié une *bibliographie de Voltaire* sans du reste donner autre chose que des titres. Trois nouveaux volumes de la très importante *Correspondance générale de Rousseau* ont paru, et une nouvelle étude de *La Querelle Rousseau-Hume* par M. Peoples (*Annales J. J. Rousseau*); enfin il faut citer M. Moffat, *Rousseau et la querelle du Théâtre au XVIII^e siècle*. Le *Café Procope* vient de disparaître pour toujours, Mourat et Louvet viennent donc à propos avec leur livre de ce nom. On a beaucoup loué parmi les ouvrages discutant un sujet très à la mode les deux premiers volumes d' André Monglond, sur le *Préromantisme*. George Lote donne une étude intéressante et actuelle *En Préface d'Hernani*; et nous avons, résumé en un court volume, *l'Etat présent des études stendhaliennes*, par R. Jourda (Belles-Lettres). Riche de faits est le volume de Guimbaud *La mère de V. Hugo*; mais l'ouvrage le plus important sur le grand poète est *La religion de V. Hugo* par Denis Saurat. J. H. Rosny donne une *Vie amoureuse de Balzac*, et R. Bouvier un *Balzac homme d'affaires*; et Wm. H. Royce complète ses travaux remarquables de bibliographie balzacienne par *Indexes to a Balzac Bibliography* (University of Chicago Press). L'œuvre monumentale consacrée à Mérimée par Trahard, est terminée par un quatrième volume. Lucas Lebreton donne une *Vie amoureuse de Lamartine*, et Faure-Biguet un *Gobineau*.

('Romans des grandes existences'). Alice Borensen a un *Théâtre d'Octave Feuillet*. Un travail d'ensemble sur *L'Histoire du Parnasse* nous vient de la plume autorisée de M. Souriau. Il convient de souligner l'appartition du livre de René Taupin sur *L'influence du Symbolisme français sur la poésie américaine de 1910 à 1920* d'une information très abondante. Que de travaux intéressants encore il faudrait mentionner . . . Citons pour finir une étude curieuse, plutôt trois essais philosophiques de F. Mauriac, sur *Molière, Rousseau, Flaubert*, et d'autre part les travaux sévèrement érudits des *Mélanges Baldensperger*, et la ré-impression en volume de plusieurs des *Etudes littéraires* de G. Lanson. Dans le domaine de la langue, un ouvrage général de Dauzat, *Histoire de la langue française*, (Bibl. scientifique) et deux volumes (XVIII^{me} siècle) de la grande *Histoire de la langue française* de F. Brunot. Abel Hermant a annoncé à la séance des cinq académies en octobre que la *Grammaire de l'Académie*—dont il est le parrain,—était achevée; elle paraîtra sans doute au cours de 1931.

Nous avons à déplorer la mort de deux romanistes distingués, Léon Clédat, de Lyon, et Joseph Anglade, de Toulouse, du critique éminent Pierre Lasserre (celui qui avait, il y a un demi-siècle, lancé la grande attaque contre Rousseau et le Romantisme), et celle de Porto-Riche, le grand dramaturge. L'Académie a élu Ch. Le Goffic au siège de François Curel,¹ et André Chaumeix, à celui de Clémenceau-Faguet.

ALBERT SCHINZ

University of Pennsylvania

¹ C'est ici le moment de chercher à réparer une regrettable erreur—*lapsus calami*—de notre "Année littéraire 1928," (March 1929) où nous avons consigné la mort de "Porto Riche" quand nous devions dire *François Curel*.

Correspondence

To the Editor of *The Modern Language Journal*:

I am sorry to have to apologize for several mistakes which got into my review, in the December number of the M.L.J., of Félix Boillot's *Le Vrai Ami du Traducteur Anglais-Français et Français-Anglais*. They should be rectified as follows:

In the passage "such English verbs as 'smile' and 'lover,'" for "verbs" read "words."

In the last sentence of the review, insert a closing parenthesis after the words "docteur d'université."

I was also not very felicitous in saying that *Les Faux Amis*, to the same extent as M. Boillot's book, would help the English student in French as much as it would the French student in English. *Les Faux Amis* will do this to *some* extent, of course, but it was written for French-speaking students, whereas M. Boillot wrote particularly with an eye to helping students of both nationalities.

CLIFFORD H. BISSELL

University of California

January 27, 1931

The Editor, *Modern Language Journal*, Rochester, New York.

Dear Sir:

There is so much inaccuracy, misrepresentation, confusion and opaqueness in the review by Professor Albert Schinz of my book *The Cult of Beauty in Charles Baudelaire* published in your issue of January, 1931, that I must beg the hospitality of your columns for this necessary rejoinder.

I cannot discuss here *in extenso* his hasty allegations to the effect that there is in my book, as he says, a "lack of concretism" (and this in a field of criticism, to wit: poetry, which he himself, admittedly, did not seek to understand after a certain "age"); that I "avoid facing" the problem of the ugly in Baudelaire (there are four chapters in the book where the question is taken up and one chapter of some fifty pages where it is discussed exclusively); that I show the poet looking "so complacently towards evil and ugly" (I challenge the critic to indicate the page and line where I speak of Baudelaire as looking "complacently" on anything); that I "feel no necessity to reconcile" "statements which seem incompatible to an ordinary reader" (good heavens, no! "Qu'allait-il faire dans cette galère" your "ordinary reader"?); that I fail to understand Baudelaire's "lighter vein" (whereas I devoted a whole chapter to prove

that Baudelaire's dandyism rises above the coarse understanding and sense of humor of those he despised); and finally, that I fail to give an exact definition of what Baudelaire meant by beauty in poetry, a definition that would be "understood, grasped by our intelligence" (as if the appreciation of poetry consisted in the tabulation of exact ideas to be "grasped by our intelligence"). I shall not stop at other criticisms of individual phrases in my book lifted out of their context by the reviewer. I have no objection even to his finding fault with my method which, he says, is not that used for the Ph.D. thesis up to now (although my book in its present form is not a thesis), by which he means, of course, the German and German-Swiss "methodic, scientific manner," which it is his privilege to uphold. And the sooner the lines are drawn along this front, the better for American scholarship. My quarrel with his review is more fundamental. He says in his concluding paragraph: "Let us not dwell any longer on such perhaps immaterial shortcomings—" referring to all that precedes. One would expect him then to turn to an actual evaluation of the work. There follow exactly ten lines of comment as against the ninety odd lines devoted to what he termed "immaterial shortcomings." By whatever name one might choose to call this sort of book-reviewing, criticism, of any kind, it is not. What I object to most, however, is his assertion that one had better attempt to understand Baudelaire at "the age of the Ph.D. thesis, because it might be deemed impossible later." Great gods! does senility set in after the Ph.D. thesis? Impossible to understand a great poet "later"! Isn't this sounding the knell of most critics, and certainly, an outright condemnation of his own critique by a critic "past the Ph.D. age"? I have great respect for Professor Schinz as a student of eighteenth century ideas. But the eighteenth century is, unfortunately, a very poor teacher of poetry and poetic experiences; and when I find the reviewer asserting as his parting flourish that nothing new has been revealed on Baudelaire since Gautier's Introduction, and Brunetière's "hostile appreciation," then I am content to simply shrug my shoulders at such boastful incomprehension and book-reviewing.

S. A. RHODES

College of the City of New York

SUMMARY OF REPORTS ON THE MODERN FOREIGN LANGUAGES

To the Editor of *The Modern Language Journal*

Dear Sir:

The Committee on Modern Language Teaching issued in January *A Summary of Reports on the Modern Foreign Languages with an Index to the Reports* (vi, 206 pp., The Macmillan Company, New York, 1931). This is the last of the series of "Publications of the American and Canadian Committees on Modern Languages" and

the eighteenth volume which has been issued to cover the inquiry into modern language teaching, 1924-1928, by the Modern Foreign Language Study and the Canadian Committee on Modern Languages. The *Summary*, which was prepared by the undersigned (the Index was the work of Mrs. M. E. Anstensen), is not intended as a substitute for the individual reports previously published, but is meant as a guide through these volumes, which contain a vast amount of research material, and as a review of their methods and findings. It is clear that no summary will be convincing to a teacher of independent mind, who will wish to go to the source material itself and form his own conclusions. Nevertheless, the work just issued, including the general index, will have value in directing attention to those things in the series which the individual teacher may find of especial interest. Finally, its purpose is not to add anything to the reports previously published, but to tell in the ordinary language of every day, with an avoidance of all educational jargon, the history of the inquiry and the material and findings which it has reported.

The Committee had distributed gratis from 1,000 to 1,200 copies of each of the reports of the Modern Foreign Language Study and these are to be found in the libraries of approximately 250 of the leading colleges and universities of this country and Canada. About 4,000 copies of the *Summary* will be sent out free of charge, the list including all subscribers to *The Modern Language Journal*. Any modern language teacher who has not received a copy, and any other interested person, is invited to write to the office of the Chairman, 515 West 116th Street, New York City, and one will be sent, so long as our supply permits.

Tantae molis erat Romanam condere urbem! With this Vergilian exclamation the American and Canadian committees may be permitted to close the task which they undertook seven years ago. It has not been without its discouragements, but they have had throughout the stimulus of the support of a great body of unselfish and forward-looking teachers of the modern languages. For this they are extremely grateful, and they are willing to leave to the mature judgment of these colleagues the decision as to the usefulness of the work which has now been completed.

At the final meeting of the Committee on Direction and Control of the Modern Foreign Language Study at Toronto in September, 1927, a resolution was adopted asking the American Council on Education, which had acted as sponsor for the undertaking, to appoint a committee on Modern Language Teaching which should complete the work of publication of the reports and should seek funds for further experiment and research in modern language teaching and for setting up a center of information that might bring the results to the attention of teachers. The American Council, acting on this petition, at its meeting of May 3, 1928, named the

following committee: A. Coleman, secretary; J. P. W. Crawford, vice-chairman; R. H. Fife, chairman; H. E. Ford; V. A. C. Henmon, and W. R. Kerr.

This committee has now completed the first part of its task. It has also sought to find money for the establishment of experimental undertakings on a broad scale, but has not yet been successful. However, the Carnegie Foundation for the Advancement of Teaching, through the interest of Dr. H. K. Suzzallo, its President, secured from the Carnegie Corporation an appropriation of \$8,000 per year for two years. The purpose of this allotment is to enable the committee to hold meetings and to maintain contact with investigations and experiments now going on; to encourage interested centers by small allotments for studies under way or projected, and to initiate the study of strategic investigations. Naturally, the limited funds at the disposal of the committee will restrict its program to a few undertakings, but it is hoped that it may at least keep up contacts which were formed during the recent years and accomplish some things of importance in furtherance of experiment.

It was provided that the Committee should operate under the American Council and form a part of one of its larger undertakings. This is a nation-wide survey of educational problems, particularly in the secondary field, which is in the hands of a Committee on Problems and Plans in Education, of which Dr. C. R. Mann, director of the American Council, is secretary. It is hoped that through its integration with this great national undertaking, means may be secured at the end of two years to inaugurate much-needed experiments in modern language teaching on a broad basis. Thus far our subjects, like others in the field of secondary education, have been rich in a literature of individual opinion and individual effort, but poor in controlled experiments which might furnish convincing, scientific results.

The committee held a meeting at Washington, December 29, 1930, and accepted with regret the resignation of Dean Kerr of the University of Alberta, who on account of his great distance from the larger centers finds it inconvenient to attend meetings. It elected in his place Professor R. Keith Hicks of Trinity College, University of Toronto, and added to its number Dr. E. B. deSauzé, of the Cleveland School of Education, who also directs modern language teaching for the Board of Education in Cleveland.

Thus reorganized, the committee laid out some general plans for the coming year. These include a general study of practice and progress in modern language testing by Professor Henmon, who will also undertake the creation and standardization of tri-partite reading tests in French, German and Spanish for the measurement of individual reading ability; the establishment of a center for contact and information at the University of Chicago under Professor Coleman, who will also undertake a survey of existing research and

experimental work when larger funds are available; the working out of a frequency study of syntactical phenomena for at least one of the three languages of major interest; and the support of several experiments now under way, such as the Rogers-Clarke test in aural French, the Lundeberg-Tharp audition tests and the Young-Vander Beke experiment on rapid progress in reading ability now going on in certain schools in Milwaukee. Those teachers of the modern languages who seek information regarding these or related topics or who have suggestions to help the committee are invited to write to Professor Coleman of the University of Chicago.

The office of the chairman at 515 West 116th Street, New York City, will be kept open for administrative purposes. During my absence on sabbatical leave for the spring semester of 1931, Professor Crawford, the vice-chairman, will be in charge.

The committee interprets its mandate chiefly as the preparation for a broad and fundamental program of experiment which it hopes may develop. Any help which can be given by suggestion and by reports of experiments with testing, or curriculum, or methods will be greatly appreciated. An active criticism of the reports and results of the recent inquiry both in published form and by letter will of course aid in an objective examination of the situation and will be very welcome. In the last analysis, no one can make modern language teaching what our national life demands it should be except the teachers themselves. Like other secondary school subjects, the modern languages now face a crisis which demands from us mutual co-operation, experimental initiative and energy, and above all, an open and objective mind.

ROBERT HERNDON FIFE

Columbia University

To the Editor of *The Modern Language Journal*:

Could you some day give us in *The Modern Language Journal* an article dealing with the modern languages (exclusive of the well-known German, French, Spanish, Italian) that have been recently introduced into certain high schools of the United States? I know very little about the matter myself, but a few cases have come to my attention and I am deeply interested in the subject. Last summer a high school teacher from a Chicago suburb told me that her school teaches Polish and Czech (in addition to the usual foreign languages), on account of the presence of many Czechs and Poles in the vicinity. Last week I read a high school paper from Minneapolis and noted that classes in Norse and Swedish are being given there.

In Santa Maria Valley, where our school is located, there are large numbers of Portuguese. I have been trying for the past four or five years to have Portuguese classes given in our school as I feel

that we should cultivate all possible links between the home and the school. Recently the Portuguese people here have become very much interested, and their seven local lodges have sent in petitions to the school board, requesting that courses in their language be given in high school. The matter has not yet been definitely decided, but there is a possibility that we may be permitted to arrange for such classes next year. Dr. E. C. Hills and Maro B. Jones have given me much helpful information in regard to textbooks, and I am hoping with all my heart that the school board will give a favorable decision in the matter.

In Northern and Central California there are large numbers of Portuguese, and I believe that this language should be offered wherever there is sufficient demand. A well circulated report on other languages recently adopted by various schools would undoubtedly help the cause of Portuguese in this state. As teachers of modern languages, we all realize the importance of Spanish, French and German. Italian also has been receiving recognition, having been introduced recently into a number of California schools. However, I feel that Portuguese deserves recognition also in communities such as our own.

Hoping that you can furnish us with such a report in the near future, I am also adding that if you have any information on hand in regard to Portuguese that might be useful to us, a note on the subject would be much appreciated.

*High School and Junior College
Santa Maria, California*

IDA DAVIS HALL

[The Editor will be glad to publish any such information if our readers will supply it. Otherwise he cannot comply with the request.]

To the Editor of *The Modern Language Journal*:

Je ne sais pas si ça intéresserait vos lecteurs de savoir que le poste WCAC (600 KC), situé à Storrs, Connecticut offre des leçons de français par radio, le mercredi, à 5.00 et le mercredi également, à 7.15. Je traite précisément dans le détail tout ce qui concerne la prononciation du français courant, tel que parlé au pays. Les leçons sont basées sur des pamphlets, que nous envoyons gratis sur demande.

En février nous commencerons une série de leçons d' allemand, et, en avril, nous donnerons quelques leçons d'espagnol. Toutes ces leçons seront basées, comme le sont actuellement les leçons de français, sur des pamphlets, également aussi envoyés gratis, sur demande.

Mais je crois qu'en dehors de la Nouvelle-Angleterre on ne peut guère entendre notre poste.

Storrs, Conn.

A. CROTEAU

[The Editor would be glad to call attention to other stations that broadcast foreign language programs, if readers will send in the information.]

The Editor of *The Modern Language Journal*:

I note in the current issue of the Journal reviews of two texts prepared by me late last spring. Contrary to your usual practice these reviews were published without the opportunity being given me of reading the proof. I regret that there are several errors for which I cannot accept the responsibility.

Respectfully yours,
GEO. B. WATTS

[The Editor apologizes duly to Mr. Watts. If your Editor were a professional proofreader, he would probably not be your Editor. If galley proof of reviews were sent to reviewers, it would mean that reviews would appear a month later than they do at present. Galley proof of articles can usually be corrected far in advance of the publishing of the article, as the Editor now has material in galley proof that will not appear before May. To be of maximum value, reviews should be published with a minimum of lag. Hence, the Editor will continue to correct the proof of most of our reviews and accept the blame for mistakes. He would feel more chagrined at his own lapses, if he did not find that contributors, including even Mr. Watts to whom he sent galley proof of the review of *Le livre de mon ami* for correction, also overlook mistakes.]

To the Editor of *The Modern Language Journal*:

Not having heard anything more about the Question Box proposed in the October issue of the *Journal*, we are taking the liberty of referring the following questions, which puzzle us, to the readers of the *Journal*:

1. For difficulties in German there is Sanders, *Wörterbuch der Hauptschwierigkeiten in der deutschen Sprache*; is there anything similar for French, i.e. a book to which one may refer for the solutions of difficulties of grammar, word order, etc., which cannot be found in the usual reference grammar?

2. Is the word order: *Qu'en allez-vous faire?* permissible or must one say: *Qu'allez-vous en faire?* Do pronoun objects always precede the infinitive and never the verb upon which the infinitive depends?

3. One may say: *La mère la lui a fait manger* or *La mère l'a fait manger par lui*. Can one also say: *La mère l'a fait manger à lui*?

X, Y and Z

[Although only two replies to his Query in the October *Journal* were received by the Editor, he is very willing to publish under *Correspondence* inquiries similar to the above and will print under the same heading any replies that may be received.]

Notes, News and Clippings*

A LIST OF SUBSCRIBERS TO THE MODERN LANGUAGE JOURNAL will be published in one of the forthcoming numbers. The constitution of the National Federation of Modern Language Teachers will also be published shortly.

THE EXECUTIVE COMMITTEE of the National Federation of Modern Language Teachers met in Washington, December 29, 1930. The following officers were elected for the year 1931: President, C. D. Zdanowicz, University of Wisconsin; Vice-President, W. H. Shelton, University of Pittsburgh; Secretary-Treasurer C. E. Young, University of Wisconsin.

MODERN LANGUAGES, the publication of the British MLA, carries in the December, 1930, issue an interesting article by Constance A. Simmins on "The Mental Processes Involved in Learning a Foreign Language." The article falls naturally into two parts, the first dealing with the subject announced by the title and the second discussing the results of an experiment in method.

The devices used in teaching a modern foreign language are classified in three main groups:

1. "Those devices which aim at giving the pupils *new experiences*, and so create *new 'dispositions*' (i.e. traces, engrams) in their minds. The teacher provides the stimuli. The pupils experience new sounds, new speech movements, new sights.

2. "Those devices which aim at *practising* the pupils in speech and writing.

3. "Those devices which aim at *production* on the part of the pupils. In modern language lessons the pupil is required not only to *perceive* and to *practise*, but also to *produce*. This production on his part may consist merely in *reproduction* of what he has already learned, or more than this may be required of him. . . . He may be called upon to construct sentences to convey his own thoughts to others."

"As soon as the pupil is required to *understand* and to *use* the new language, he will inevitably, it seems, make mistakes in grammar. . . . Are we going to endeavor at all costs to prevent the making of mistakes? Or shall we allow errors to be made while pupils gain courage and fluency by practise?"

To determine the relative merits of the two systems (i.e. preventing errors or seeking practise in spite of errors) "a carefully worked out experiment" was undertaken.

"The subjects of the experiment were four groups of girls (fifty in each group) in the upper classes of the elementary schools. The ages ranged from eleven to fourteen years. A course of eight lessons in German grammar was planned. Equal attention was given from

* The editor welcomes contributions.

the first to all four forms of language—hearing, speaking, reading, and writing."

"The first five lessons were precisely the same in every particular for each of the four groups of subjects. . . . The last three lessons were the same for each group except that the grammar introduced into each lesson was now taught to each of the four groups by a different method. . . ."

"Group A was taught by the thorough-going direct method. The grammar was presented in a *concrete* way in the sentences, which formed the main part of the lessons for all groups. *No explanation was given.*

"With Group B the direct method was modified. The grammatical difficulties were *carefully explained* in English with the help of examples and blackboard demonstrations.

"With both these groups, A and B, care was taken *to avoid opportunities for error*, so that the wrong impressions held by some to be so dangerous were not made.

"With Group C the grammar was explained and demonstrated in exactly the same way as with Group B. But the Group C girls were allowed from time to time in the course of the lesson *to attempt to reproduce* (as answers to questions asked in German) sentences which they had heard and repeated in chorus. In this way *opportunity was given here for the making and correcting of errors.*

"Group D's lessons were like those given to Group C in all particulars, except that with Group D some of the questions asked required for a correct answer the application of the 'rule' in a new setting. Again errors were made and corrected.

"Comparable groups were now selected equal in general ability . . . and equal also in their achievement in German grammar in the first five lessons before the variations of method were introduced.

"The table given below shows the average scores of the different groups in the tests which followed Lessons 6, 7, and 8. They are scores made for reproducing in the tests sentences experienced during the lessons."

	<i>Lesson 6 Direct Object</i>	<i>Lesson 7 Dative after Preposition</i>	<i>Lesson 8 Accusative after Preposition</i>
A	25.83	44.37	5.00
B	27.50	48.75	12.50
C	34.17	61.87	50.00
D	34.17	60.00	47.50

Note the wide gap between the groups (A, B) where errors were avoided and those groups (C, D) where errors were made and corrected.

"Where does the magic lie? The explanation suggested is this: A question is a direct incentive to individual and independent effort. A call is made upon the conative reserves; there is in consequence a sharper focussing upon the problem. While consciousness is still sharply focussed, the mistake made is corrected and explained. The precise relation of the relevant word to the whole sentence is more clearly grasped and more finely appreciated. Now, and probably for the first time, this precise relation has become something of real significance to the individual. He has discovered that, unless he understands it clearly, he will make mistakes, and, for most people, to make a mistake is damaging to self-esteem. . . ."

The experimenters who had expected groups A and B to lead C and D were surprised at the results and thought there might be some other factors to be taken into consideration so they tested the groups with regard to their fluency in German apart from grammatical accuracy. "This was a matter of vocabulary, and as far as vocabulary was concerned the four groups had equal opportunities throughout." On this test there were no significant differences in the scores of the various groups.

Now with regard to the scores on that part of the test which required *application of the grammar in a new setting* or tests of the *transfer of training*. Here the advantage was consistently with Group D, these girls were better able to apply what they had learned to new situations.

"The Group D method differed from the Group C method in one respect only. Two or three of the questions asked during the lesson actually required the application of the grammatical rule in new sentences, and this apparently is what made it easier for these girls to apply what they had learned in yet other new sentences. . . . In this particular instance, the factor especially favorable to transfer in Group D lessons would seem to be an attitude of mind acquired in the attempt to deal with a new situation and also in the correcting of mistakes made in the attempt—a kind of wariness, a 'look-before-you-leap' attitude, which carried with it a tendency to *direct the mental energy at once to particular aspects of a new situation*, and so there was developed a keener and swifter sensitiveness to the presence of a *certain kind of relation* and to *the way of indicating it in the foreign tongue*."

The experimenters came to the conclusion that the method pursued with Group D was apparently the most successful as "this group was one of the two most successful in *recalling* what had been learned, and was the best in *applying* the rules learned to new material."

If this experiment means anything for us American teachers of foreign languages it would seem to indicate the value of intensive reading, with modern type exercises of various kinds in which the grammar principles learned must be applied in new situations. But

this of course presupposes that we aim at having our pupils actually attain some practical command of the language—as opposed to the reading method.

C. H. H.

THE FRENCH REVIEW for November, 1930, offers the following articles: Churchman, *The Four Phase Method*, a discussion of method and procedure with which we might agree in general except that we should not be willing to postpone phases 2, 3, and 4 as long as the author suggests, i.e. do nothing but reading for two years and then begin to drill for hearing and understanding, writing, and finally speaking. That a pupil should go ahead faster in his reading than in the other three phases almost any teacher would agree to, but that hearing and understanding should lag behind two years¹ in the high school seems rather too much. If our pupils are ever to hear and understand and speak at all, it should be a gradual growth from the very beginning. There may be many degrees in the amount of aural-oral drill, but our humble opinion is that it cannot be grafted suddenly onto a reading knowledge. If there is anything to the theory of building up language habits, we should be at it early.

Kurz' article "Mark Hopkins on a French Log" is another plea for attention to the individual.² At the close he presents suggestions from a number of professors as to the best way to reach the individual and adapt the work in such a way as to arouse his interest. Brauschvig, *Les principaux caractères du rire*; Lambert, *L'Évolution de l'écriture orthographique et phonétique*; and Steiner, *Morals and French Literature* complete the body of the volume.

IN THE SCHOOL REVIEW for January, 1931, Walter V. Kaulfers shows that the correlation between the pupil's IQ and his achievement in Spanish is not high enough to warrant the statement that high mentality is necessary to success in Spanish. For boys the correlation varied from .4255 for 1st term to .0892 for 6th term with a low of .0315 for 5th term. With the girls the correlation was higher throughout but declined from .5210 in 1st term to .1429 in 6th term. He concludes that very few pupils work at anything like their maximum capacity in the Spanish classes investigated. He also advances another interpretation of the declining ratio of correlation, i.e. the fact that there is a gradual elimination of the mentally inferior pupils. "This elimination tends to shorten the base lines of the distributions and thus to lower the statistical expressions of the correlations." "The conclusion . . . becomes inescapable."

¹ *French Review*, November, 1930, p. 101 . . . "during the first year of college French (the first two years of high school), I should put the class through relatively few active exercises . . . and this constructive work should be undertaken . . . relatively late in the program."

² Cf. his article in the November, 1930, M. L. J. "Reaching the Individual."

ble that factors other than intelligence condition the quality of scholarship in Spanish."

MONATSHEFTE FÜR DEUTSCHEN UNTERRICHT for December, 1930, has the following contents: Hagboldt, *Hebbel (Concluded)*; Cast, *Agnes Sapper*; Appelt, *Wie stelle ich ein Programm zusammen*; Schirmer, *Der Adventring*; *Stipends in German Universities*; *Umschau der Schriftleitung*; *Bücherbesprechungen*.

ITALICA for December, 1930, contains: Miller, *Some Early Italian Histories of the United States*; Dotz, *An Appreciation of Alfredo Panzine*; Furst, *Italian Periodicals in the Paterno Library*; Van Horne, *Recent Italian Books (listed with a few words of comment on each)*; Shaw, *Bibliography of Italian Studies in America, July-September, 1930*; *News, Notes and Reviews*.

INTERNATIONAL EDUCATIONAL CORRESPONDENCE. College as well as High School students of French, German, or Spanish may now obtain educational correspondents (boys for boys and girls for girls) in France, Germany, or Spanish countries. These foreign correspondents are studying English and desire to receive English letters to which they will reply in the foreign language. Teachers of both High School and College classes in Modern Languages are urged to enroll students for this interesting and profitable exchange of letters. For detailed information and enrollment blanks address:

National Bureau of Educational Correspondence, A. I. Roehm, Director, Peabody College, Nashville, Tennessee.

THE CONNECTICUT GROUP OF THE N.E.M.L.A. held its Fall Meeting in the New Haven High School on December 6, 1930. The program was as follows:

Address: "After 25 Years of Modern Language Teaching." Professor Alfonso De Salvio, Brown University. Discussion led by Prof. Henry B. Richardson, Yale University.

Address: "Youth Talks to Youth—Yale Students of Spanish Visit South American Universities." Professor Ernest J. Hall, Yale University. Discussion led by Mr. Clarence L. Tappin, Crosby High School, Waterbury.

Address: "La Provence Pittoresque." Professor Albert L. Cru, Teachers College, Columbia University.

The officers of the group are: Prof. Arthur F. Hertell, New London, Chairman; Miss Margaret A. Dutting, Hartford, Vice Chairman; Prof. A. Croteau, Storrs, Secretary.

FOREIGN STUDY NOTES (Vol. I, No. 3: April-July, 1930) contains among other articles: "American Student Groups in Paris," "Promenades autour de Paris," "L'étudiant américain à Paris" and "La Composition française" all of interest to the American

who intends to study, or who has studied, abroad. "La Composition française," in the form of a dialogue between a French professor and an American student, shows clearly the difference between the meaning of "Composition" in France and in the American school.

The *New York Times* of January 4, 1931, carried an article by David Levinson which lists all the Nobel Prize winners by nations and under nations by subjects. We quote from the article as follows:

"Counting joint awards as one-half, Germany leads in the number of prizes awarded to one country with a total of thirty and one-half, her closest competitors being France with eighteen and England with fifteen and one-half. The United States is fourth with eleven.

"The Germans lead in all branches of the award except peace, in which the Americans head the list."

The awards in literature and peace are noted as follows:

"Literature—German, 5; French, 4½; Norwegian, 3; English, Italian, Polish and Swedish, each 2; Spanish, 1½; American, Belgian, Danish, Indian, Irish and Swiss, each 1. Total, 28.

"Peace—American, 4½; French, 3½; Swiss, 2½; Swedish, 2; Austrian, Belgian, English and Norwegian, each 1½; German, the Institute of International Law and the International Red Cross of Geneva, each 1; Dutch, Danish and Italian, each ½. Total, 23."

REGISTRATION FIGURES FOR THE VARIOUS LANGUAGES in high schools, junior colleges, and colleges of the United States and Canada would be appreciated by readers of the *Journal*. The Editor will welcome such tabulations and find space for them at once.

The fourteenth annual meeting of the CENTRAL WEST AND SOUTH ASSOCIATION of M. L. T. will be held March 13 and 14 at the Drake Hotel in Chicago. The meeting will open Friday evening with a dinner followed by a program. Saturday morning there will be a general session presided over by President C. M. Purin. The main address of this session will be delivered by Professor Michael West. Professor West is widely known to modern foreign language teachers through his experimental work in the language field as well as through a number of important books and articles on the teaching and learning of modern foreign languages. For the afternoon section meetings very interesting programs have been arranged by the chairman. Send reservations for dinner or luncheon to Miss Ellen Dwyer, 715 Lincoln Street, Evanston, Illinois.

THE CONGRÈS INTERNATIONAL DES PROFESSEURS DE LANGUES VIVANTES will be held in Paris from Tuesday, March 31, to Saturday, April 4, as has already been noted in this *Journal* (cf. Novem-

ber issue, p. 127 ff. and December issue, p. 224 ff.). It is hoped that the former Editor of the *Journal*, Dr. B. Q. Morgan, will be able to represent the National Federation at that meeting. The *ordre du jour* has already been published in the November *Journal*, page 127. For those who have missed previous issues of the *Journal*, we wish to give the following excerpts from the provisions adopted by the organization meetings held April 14 and July 3, 1930, to arrange for the coming *congrès*:

The National Associations will undertake to bring the program of the Congress to the attention of their members and to appoint someone to speak on all the questions which may concern them. . . .

A principal speaker for each topic will be appointed by the Committee on Arrangements. His paper is limited to thirty minutes. It may be in his native tongue or in French. Participants in the discussions are limited to ten minutes, and their remarks are to be interpreted into French. All allusions which might lead to the introduction of religious or political controversy are to be avoided.

The general reports will be printed. Each National Association is requested to indicate during January how many copies will be needed, and to contribute to the cost of printing in proportion to the number of copies ordered.

Delegates cards are of four classes. A—reserved for members of the French A.P.L.V.; B—reserved for members of other associations (50 francs); C—for members of the families of delegates (50 francs); D—for others, not members of a French or foreign association but recommended by one of them (60 francs). Each Association has the right to one vote for the country it represents.

Lists of names and fees for cards should be sent in by each Association early in 1931.

The presentation of the card will entitle the holder to reductions on railway tickets and to other privileges.

Professors teaching their own language in their own country are regarded as professors of modern languages.

All communications regarding this meeting should be sent to Mr. Louis André Fouret, 19, Avenue Aristide Duru, Vanves, (Seine), France.

At the organization meetings, the National Federation was represented by Professor Hugh A. Smith, who was at that time director of the American University Union in Paris. Professor Smith submitted to the National Federation notes taken at the meeting in Paris on April 14, 1930, from which the following excerpts are taken:

Was present at organization meeting and took part in preliminary organization. Served as consulting member of Directing Committee and cooperated as far as duties permitted while in Paris.

Suggested further program subjects, namely "Place of Languages in Modern Humanistic Education," "The Theater in the Teaching of Modern Languages," "Permanent Organization With Information Office, etc." The first and second of these suggestions have been incorporated in the program of the Congress.

Several countries were represented. M. Roger was elected President, and Mlle. Gagnant secretary.

It was decided to hold an International Congress in the week preceding Easter in 1931 in Paris.

Other matters concerning the program of the Congress: notably that discussion should be free from political and religious bias and that questions for discussion should be proposed before July 1, 1930; a limit on length of papers; a leader to be appointed from the Association proposing the question; language to be the mother tongue of the speaker, with the understanding that the discussion should be interpreted into French. The papers should be subsequently translated into French and published. The fees to be paid by members and non-members were fixed.

BULLETIN 3 OF THE MODERN LANGUAGE SERVICE CENTER of Miami University, Oxford, Ohio, is at hand. It is entitled "Recent Titles for the Teacher of German." It lists among others "Journals for the Teacher and the High School Library," "Collections of German Classics: Low Priced Editions," "Maps," "Language Victrola Records," "Lantern Slides and Films," "Travel Books," "German Language and Life," "Folksongs" and "Recent Articles in American Magazines about Germany." Teachers are invited to write to the bureau for aid in their problems. Bulletins 1, 2 and 3 will be furnished gratis as long as the supply lasts.

UNIVERSITIES OF GERMANY is the title of a folder supplied gratis by the Hamburg-American Line, 39 Broadway, New York. It contains a great deal of information of value to the American who is thinking of studying in Germany either during the summer or in the regular semesters. There are, among others, paragraphs on: "Admission," "German Language Courses," "Expenses."

Through the courtesy of Dr. Wm. P. Price, Supervisor of Modern Languages in New York State, we are able to present figures for the registration in the various languages by years in the schools of New York State.

Public Schools of New York State

ENROLMENT BY SUBJECTS

1929-1930

Day—public secondary schools of middle and high school grades (including high school departments of normal schools)

Jr.—schools of junior high school organization

Eve.—public evening schools of high school grade

Spec.—schools as follows:

Hunter College High School Department

Milne High School

Minne High School
Townsend Harris Hall

New York State School for the Blind

New York State School for the Blind
B & D=blind and deaf schools secondary departments

Ind.—industrial high schools

Year in School	1	2	3	4	T	1	2	3	4	T
<i>French I</i>										
Day.....	18644	18408	5084	492	44830	845	20595	14081	4370	42728
Jr.....	18312	86	1	0	18399	550	0	0	0	550
Eve.....	2771	1006	330	107	4214	284	1878	569	166	2897
Spec.....	10	616	5	1	1012	2	1	605	9	873
B & D.....	8	1	0	0	9	5	4	3	0	12
Ind.....	9	0	0	0	9	0	0	0	0	0
Total	39754	20117	5420	600	68473	1686	22478	15258	4545	47060
<i>French III</i>										
Day.....	10	388	10401	7290	19757	0	2	46	1181	1406
Jr.....	127	0	0	0	127	110	0	0	0	110
Eve.....	4	94	1252	643	1993	0	0	15	261	276
Spec.....	0	0	2	447	583	0	0	0	0	0
B & D.....	2	1	1	3	7	0	0	0	0	0
Ind.....	0	0	0	0	0	0	0	0	0	0
Total	143	483	11656	8383	22467	110	2	61	1442	1792
<i>German I</i>										
Day.....	4656	3670	1234	222	10432	124	2504	2075	647	5800
Jr.....	1006	0	0	0	1006	1	0	0	0	1
Eve.....	732	319	176	56	1283	27	327	180	118	652
Spec.....	5	189	1	1	262	0	0	121	0	239
B & D.....	0	0	0	0	0	0	0	0	0	0
Ind.....	0	0	0	0	0	0	0	0	0	0
Total	6399	4178	1411	279	12983	152	2831	2376	765	6692
<i>German III</i>										
Day.....	5	50	803	708	1607	9	8	33	59	123
Jr.....	0	0	0	0	0	0	0	0	0	0
Eve.....	8	40	134	87	269	1	2	11	102	116
Spec.....	0	1	2	94	97	0	0	0	0	0
B & D.....	0	0	0	0	0	0	0	0	0	0
Ind.....	0	0	0	0	0	0	0	0	0	0
Total	13	91	939	889	1973	10	10	44	161	239

	<i>Spanish I</i>					<i>Spanish II</i>				
Day.....	12173	7483	2303	298	23454	226	7576	4443	1581	14901
Jr.....	2222	0	0	0	2222	36	0	0	0	36
Eve.....	2648	790	280	82	3800	21	1274	519	201	2015
Spec.....	0	9	3	0	92	0	1	3	1	79
B & D.....	0	0	0	0	0	0	0	0	0	0
Ind.....	0	0	0	0	0	0	0	0	0	0
Total	17043	8282	2586	380	29568	283	8851	4965	1783	17031

	<i>Spanish III</i>					<i>Spanish IV</i>				
Day.....	1	140	2387	1545	4337	0	0	24	405	450
Jr.....	0	0	0	0	0	0	0	0	0	0
Eve.....	0	1	668	327	996	0	0	0	139	139
Spec.....	0	0	0	3	3	0	0	0	0	0
B & D.....	0	0	0	0	0	0	0	0	0	0
Ind.....	0	0	0	0	0	0	0	0	0	0
Total	1	141	3055	1875	5336	0	0	24	544	589

	<i>Italian I</i>					<i>Italian II</i>				
Day.....	1308	247	77	14	1646	29	832	130	56	1047
Jr.....	650	0	0	0	650	50	0	0	0	50
Eve.....	475	133	18	5	631	8	224	60	10	302
Spec.....	0	0	0	0	0	0	0	0	0	0
B & D.....	0	0	0	0	0	0	0	0	0	0
Ind.....	0	0	0	0	0	0	0	0	0	0
Total	2433	380	95	19	2927	87	1056	190	66	1399

	<i>Italian III</i>					<i>Italian IV</i>				
Day.....	0	24	390	68	482	0	0	7	46	53
Jr.....	0	0	0	0	0	0	0	0	0	0
Eve.....	2	17	91	26	136	0	0	0	4	4
Spec.....	0	0	0	0	0	0	0	0	0	0
B & D.....	0	0	0	0	0	0	0	0	0	0
Ind.....	0	0	0	0	0	0	0	0	0	0
Total	2	41	481	94	618	0	0	7	50	57

Personalia

We have just received the announcement of the death on January 2, 1931, of

WILLIAM EDMOND PULSIFER

President of D. C. Heath and Company from 1910 to 1927.

Francis L. Rougier and Solomon A. Rhodes formerly of Townsend Harris Hall are now instructors at the College of the City of New York.

Carle H. Malone transferred from Trinidad (Col.) Junior College to an instructorship at the University of Wyoming.

Dr. Fidelino de Figueiredo is a visiting professor of Portuguese literature at the University of California during the second semester of this academic year. He will teach at Columbia University next summer.

Dr. Figueiredo is one of the most distinguished literary critics in Europe. He was formerly the Director of the National Library at Lisbon, and at one time he was a Deputy to the Portuguese Parliament.

He is a member of the Academy of Sciences of Lisbon, Professor of Portuguese literature in the University of Madrid, and an honorary Professor of the Faculty of Letters of the University of Rio de Janeiro, Brazil.

Dr. Figueiredo has the distinction of being the first professor of Portuguese literature in Spain. For three years, he has given a regular series of lectures on Portuguese literature and civilization at the University of Madrid. Dr. Figueiredo also has the distinction of being the first professor to give a regular course of university lectures on Portuguese literature and civilization in the United States.

Henry Grattan Doyle, dean of the Junior College and professor of Romance Languages at the George Washington University, Washington, D. C., has accepted an invitation to address the Association of Modern Language Teachers of Philadelphia at the annual dinner of the Association in Philadelphia on February 26. His subject will be "Foreign Languages and Democracy."

Dean Doyle will also address the Modern Language Division of the Western Pennsylvania Education Conference at its meeting in Pittsburgh on April 11. His topic will be "The Teaching of Modern Foreign Languages."

Mr. Loyd F. Gehres, who has been associated with The John C. Winston Company for the past twelve years in charge of the Ohio Division, has been appointed Manager of the High School and College Department to succeed the late George A. Helms.

The program of the French Section at the annual meeting of the Central West and South Association of M. L. T. in Chicago March 13 and 14 has just been received. It is as follows:

1. "The Selection of Vocabulary in the Preparation of a Reading Text"—Miss Agnes Blanc, Crane Junior College.
2. "Some Problems of Modern Language Instruction in the Junior High School"—Miss Lilly Lindquist, Supervisor of Foreign Languages, Detroit Schools.
3. "Mortality of Modern Language Students: Its Causes and Prevention"—Prof. F. D. Cheydeur, Dept. of Romance Languages, U. of Wisconsin.

Reviews

E. I. SPENDIAROFF *Experiment in Method of Reading a Foreign Language*. Tiflis, 1930.

The 53-page booklet is dedicated to Professor G. T. Buswell of the University of Chicago. It deals with the methodology of reading and is admittedly based largely on Buswell's experiments conducted under the auspices of the Modern Foreign Language Study.¹

The individual chapters discuss:

- (1) The significance of eye movements in the reading of a foreign language text.
- (2) The material used in the experimental reading and the method applied in the experiment.
- (3) Reading aloud and silent reading.
- (4) Influence of method of instruction on the progress in reading.
- (5) Method of reading scientific and technical texts.
- (6) The part that phonetics play in the elementary stages of instruction.
- (7) Summary and conclusions.

A bibliography of 24 reference works is attached. Three of these references are by German authors, one by a Russian, and the remainder by American authors.

The material on which the discussion is based is well organized, the presentation is clear and interesting, and the inferences drawn quite convincing.

The whole is a valuable contribution to the question of method to be employed in the teaching of reading a modern foreign language.

In the light of the experiments conducted by Buswell and others in the field as well as on the basis of the author's own experiences, he offers the following observations:

I. All material used for experimental reading must be carefully selected as to vocabulary and sentence structure so as not to hinder the mechanism of reading; difficulties in either one of the two items would complicate the judging of the reader's habit of reading.

II. Since every reader attempts to employ the habit acquired in reading the vernacular, it is not possible to judge his comprehension of the foreign text from mere eye movements.

¹ Vide, *A Laboratory Study of the Reading of Modern Foreign Languages*, New York: Macmillan Company, 1928.

III. Silent reading as compared with reading aloud is more conducive to comprehension of larger units of material read; especially is this the case with more mature pupils.

IV. There is a considerable degree of correlation between the intelligence and the reading habits of the reader.

V. Reading aloud, being closely associated with the development of speech is the more natural and desirable form of reading with younger pupils or with pupils of lower intelligence.

The material most appropriate for this purpose is a live conversational text.

VI. Students trained by the direct method or a modified direct method acquire better reading habits than those trained by the grammar-translation method.

VII. The grammar-translation method, in the author's opinion, can be profitably applied only in two instances:

(a) in self-instruction;

(b) in cases where the entire group of learners desires to acquire the ability to get the sense of the material within a short time by means of translation.

In general classroom work, the only rational method of procedure is that of the direct method.¹

As regards the part which phonetics should play in the teaching of a foreign language, the author comments as follows:

In the beginning stages of instruction, the acquisition of the foreign pronunciation can be based on imitation. Explanations of the physiological bases and modes of articulation of the more difficult sounds should be given where necessity demands. A detailed analysis of sounds and a more accurate description of the physiological processes in sound formation can be relegated to later years when the language is studied not as an art but as a science.

The conclusions reached by the author are sane and sound. They will be acknowledged as such by all those of our American colleagues that have successfully applied the direct method in our schools.

C. M. PURIN

University of Wisconsin Extension Division, Milwaukee Center.

RUTH MAYS. *A Guide for Teachers of Modern Foreign Languages.* Dallas, The Southwest Press, Texas, 1930. viii+123 pages.

This book, among recent publications on the methodology of modern foreign language teaching, claims justification in that the few such books in print are "out-of-date or too exhaustive for use as a guide." Making special reference to Spanish, it is written for high

¹ The underlying principles of that method are discussed by the author in his *Foundations of the Natural Method of Teaching Foreign Languages*, Tiflis, 1927.

school and junior college teachers, students in methods courses and advanced students interested in teaching. It comprises five parts: an historical introduction, touching values and objectives; methods of teaching pronunciation, reading, etc., and use of dramatization and realia; outlines of Spanish grammar; sample lessons and class material; and a bibliography. The material is evidently the content of methods courses as given by the author.

The very fact that methods courses are constantly changing if kept up to date would seem to impose the necessity of a definite contribution to warrant a handbook being printed. In spite of the fact that this book makes frequent assignments to read this or that volume of the Publications of the recent Modern Foreign Language Study, there is practically no use made of information gathered by the Study. Enrollment statistics, prognosis and achievement testing, results of the Selected Teacher Questionnaire on validity of objectives, word and idiom counts, etc., have no effect on the course content. It seems based wholly on periodical literature, personal experience and some educational books, among which Handschin and Wilkins offer strong support in spite of being "out-of-date."

One of the greatest values of such a text would be the bibliography. Twelve pages are given to lists of articles and book-chapters grouped under: Values, Objectives, Methods, Reading, Grammar, Tests, etc. Aside from the fact that the references are not arranged in the current customary way (author, title, source, date) and that publishers and dates are not given for books, there is no order, alphabetical, chronological, or by journals, within the group-headings. Very often M. L. J. becomes M. L. F. or the opposite, and names assume curious spellings, such as: Zadonowitz, Gensington, Lunderberg for Zdanowicz, Keniston and Lundeberg. Only by knowing the article mentioned could the reviewer recognize his friend Bovée in "Barre." There seems no excuse for the spelling "Handschen" throughout the text and for ascribing his book to Holt and Co. In the bibliography it is properly "Handschin-World Book Co." A list of *errata* forwarded to the reviewer meant to include the "more important errors" did not contain these and many others.

One would expect the author of such a book to be more closely in touch with professional matters than that shown in the following historical paragraph: "In 1916, exchange of ideas and study of methods had become so necessary that the *Modern Language Journal* was published. This step proved to be of such great value that improvements followed rapidly one after the other. In this same year, 1916, was formed a National Federation of Modern Language Teachers." Miss Mays' copy of the October, 1916, issue of the M. L. J., "published by the Federation," will show, Vol. I, No. 1, Page 1, the article: "The Federation and the Proposed Modern Language Journal," a paper read at the N. E. A. meeting in July, 1916.

This article relates the recent success of "uniting in a federation the various local and state modern language associations of the East and Middle West and South for the purpose of bringing out a federation organ which was to be a journal of, by, and for the teachers of modern languages." The first editor, E. W. Bagster-Collins, is most fittingly the author of a very complete history of modern foreign language teaching, published in Volume XVII of the Study Publications.

The contents of this book have doubtless been of great value in mimeograph form to the students in the author's own methods classes. It is quite possible that of the few classes that use handbooks in other parts of the country, many students and experienced teachers can adapt to their own use the many valuable suggestions. In case the demand permits the publishers to revise the text and bibliographical references, teachers of Spanish (and perhaps those of other languages) can find in this book an inexpensive handbook on methods.

JAMES B. THARP

Ohio State University

Glossaire du Parler français au Canada, in-quarto de 725 pages, imprimé par "l'Action Sociale," Québec, Canada, sur papier Louvain antique, relié pleine toile, 10 dollars pour l'étranger, frais de port en sus.

American professors and students of French will surely be interested in this "Glossaire" which has just lately been presented to the public in Canada. The task of compiling this volume must have been tremendous. It was undertaken about a quarter of a century ago and has just been completed, at least for the time being, by the "Société du Parler français au Canada."

It does not contain all the vocabulary of French Canada but only "les formes particulières qui, n'appartenant pas à la langue académique d'aujourd'hui, donnent au parler populaire et familier de chez nous son cachet particulier, . . . c'est la langue parlée, parlée par le peuple." This is explained in the preface by MM. Adjutor Rivard and Louis-Philippe Geoffrion the former and present secretaries of the Society.

Great pleasure should be derived from the examination of this Glossaire. The interesting "Canadianisms" are numerous, and many of these could enrich the French language, because they help to make it more complete. There are archaisms also, words which the French have long forgotten; and then the anglicisms which unfortunately are too numerous, some of them having changed so much that they are no longer recognizable.

This "Glossaire" might enable the "chercheurs" and "curieux" to retrace in Canada the influences of many dialects of France from

le Berry, la Normandie, le Poitou, le Maine, l'Anjou, la Picardie, l'Orléanais, le Perche, la Saintonge, le Lyonnais and even le Dauphiné, all these provinces having sent early settlers to Canada. It also helps the French-Canadian to correct many of his badly chosen expressions, especially the anglicisms.

And once more to quote MM. Rivard and Geoffrion. "Il sera utile aussi à ceux qui pensent que notre langue littéraire s'enrichirait heureusement de quelques termes pittoresques, qui ont de la naissance et qui conviennent à l'expression des choses de la vie canadienne."

The "Société du Parler français au Canada" should be congratulated for having prepared such an interesting and useful work.

DENIS R. JANISSE

University of Detroit

Elf neue Erzählungen. Edited with preface, notes, questions and vocabulary by C. H. Handschin. New York: Prentice-Hall, Inc. 1930.

This collection contains short stories by such authors as Jacob Bosshardt, Carl Busse (2), Alice Berend (3), Rudolf Presber (2) and several others. As the editor tells us in his preface, these stories are representative of German life and thought in the various parts of the country.

The characterization of the authors and their work will be found helpful to the understanding of the stories. A more than cursory examination of the brief notes has convinced me that they are accurate and well done. The "Fragen" are, indeed, very plentiful and perhaps a trifle too much alike; to some they may seem to be too copious, but, at any rate, they offer sufficient material for both written and oral work. For a text intended to be used as early as the end of the second year in high school the vocabulary is comprehensive enough.

This anthology of short stories is a valuable addition to the similar collections which have appeared in recent years.

THEODORE GEISSENDORFER

University of Illinois

FERNÁN CABALLERO. *La Gaviota.* Edited with Introduction, Notes, and Vocabulary by George W. Umphrey and F. Sánchez y Escrivano. D. C. Heath and Co. 1930. xx+260 pages.

Turning with some relief from the tomtom-thumping and ecstatic eye-rolling inspired in the elect on the occasion of the publication of anything from the arty Concha Espina, one finds much solid substance in that rugged pioneer in 19th-century Spanish

realistic fiction, Fernán Caballero. Messrs. Umphrey and Sánchez have given *La Gaviota* an excellent presentation to the American class-room reading public.

The preface, indeed, arouses unwarranted misgivings. In it the editors seem caught in the old dilemma of the proper market for their work. They have prepared an introduction, of "unusual length," for the advanced student; but they have abridged the book with the sophomore in mind, paring down the story, so they say, to the plot, which is admittedly worthless. Do we have, then, herring or caviar? The question naturally arises. Encouraged, however, by a complete absence of *cuestionarios*, *repasos de gramática*, and a lack of any magic puzzle charts with English words in italics, Spanish words in parentheses, and yawning blank spaces to be filled in, one perseveres, and is rewarded by as judicious and generally excellent an introductory essay as has been done in years. The editors are over-fearful concerning its length. It occupies a dozen pages; and many texts not half as important as *La Gaviota* have had longer introductions. As regards the elimination of material from the original version, again the editors have solved their problem so well that the reader would be unaware of its existence had it not been specifically outlined.

One discovers, for example, that all the passages involving comic-opera Frenchmen and Englishmen have been left out, a most happy procedure. Most of the somewhat heavy-footed conversations in drawing-room circles has been omitted.

On the other hand, many excellent *cuadros* have been retained. There are full-length pictures of a bull-fight and of a village wedding, with a wealth of *coplas alusivas*; an old *maestra de amiga*, Rosa Mística, adds generously to the liveliness of the edition; and Momo, a young peasant lad, is permitted to contribute a gem in the form of a narrative account of the perils of a trip to the capital. For precisely in her ability to transfer to paper the point of view of an untutored person who has been suddenly introduced into a complex situation and who, later, ingenuously and colloquially describes his experiences, the whole garnished by the candid comments of some good old grandmother, Fernán Caballero stands without a peer.

Wherever omissions occur, the editors have bridged the gaps by inserting brief résumés in Spanish and in the same type as the main story, enclosing the résumés in brackets. The identity of type and language keeps the résumés unobtrusive and preserves continuity.

It has never before been my privilege to read as comprehensive and discerning an analysis of Fernán Caballero's writings, in brief space, as that submitted in Part II of the introduction. (Part I records the main facts of her life.) The editors weigh carefully the evidence concerning their subject's realism, noting that at least her contemporaries thought her tales life-like. They call attention, however, to certain unrealistic elements: her idealizing tendencies

in portraying her peasants, for example, due to her reactionary desire to have them exemplify the solid virtues of unspoiled Catholic husbandmen. In the same connection, one might mention her preaching proclivities and the typical melodrama of her plots, both discussed elsewhere by the editors, as elements disruptive of verisimilitude.

While treating these last two matters, it would perhaps not have been amiss for the editors to have definitely tied up Fernán Caballero's work with contemporary or antecedent work in prose. In the *costumbristas*, e.g. in Mesonero Romanos and Larra, the social reformer's fire burned bright. As concerns plot development, Fernán Caballero merely fell in with existing styles. Her plots are no worse nor better than those of the penny-dreadfuls ground out for the *feuilleton*-trade by the young Balzac, to mention one. If they seem worse, it is because the indubitable reality of certain chapters of her books makes the theatricality of the plots all the sillier.

In certain of her type characters, also, F. C. is under a heavy obligation to contemporary romantic styles. The handsome, manly young clothes-horse, needing only a Camel or an Arrow collar to embellish his supreme perfection, and the retiring young lady, pale and pure as the pond-lily (she has been suppressed in our edition), are stencils lifted intact from the reigning pot-boilers. They occur with dismaying frequency in the author's novels, and might well have been stigmatised by the editors among other shadows of the unreal lurking about homely Andalusian landscapes. But there is so much adroitly maneuvered sagacity in the essay as it stands, that a careful perusal of it should be by all means entered upon as an indispensable basis for class discussion.

The notes and vocabulary are admirably concise. The editors have not disdained slang in searching for the nearest English equivalent for certain Spanish colloquialisms. In general their contributions here are bright and vigorous. In two instances only must the tongue of praise stutter. "Kiddo" (for *prenda*) and "to give the mitten" (for *dar calabazas*) are hardly a part of the living, current American idiom. They are embalmed in the amber of academic professorial slang. The latter, in particular, has not been in use among flappers and young bloods for 25 years, to my certain knowledge. As regards completeness, about a dozen cases occur where either notes or definitions should be enlarged or are lacking. Two or three are urgent. I shall be glad to supply a list of such cases, if the editors care to write me, for inclusion in later printings. For this edition of *La Gaviota* is by all odds the best prepared school-text we have of F. C., and deserves wide use, especially in classes just beginning the systematic study of modern realistic fiction in Spain.

N. W. EDDY

University of Michigan

JOSÉ ECHEGARAY. *El Gran Galeoto*. Edited with Introduction, Notes, Exercises, and Vocabulary by Wilfred A. Beardsley, Ph.D., Goucher College. D.C. Heath and Co., 1930. (Introduction, 16 pages; text, 144; notes, 22; exercises, 26; vocabulary, 38.)

This text in the always attractive "Heath's Modern Language Series" is sure to be a welcome addition to the list. The editorial work is excellent in every way, and there is little about it that one can find fault with. The proof-reading has been done exceptionally well, and not a single typographical error was noticed by the reviewer. Three words, however, were missed from the vocabulary (*apurar*, *prevenir*, *trombar*), which seems, except for such oversight, to be complete—a thing for which the editor and the publishers are to be commended. The writer is not in sympathy with the defective vocabularies (or over-padded glossaries) one finds in so many textbooks. If a vocabulary is needed at all, it should be complete, for the few useless words (such as the articles) necessary to make it complete put no great strain upon either the editor or the publisher. In this day of checking texts against word-lists, the full vocabulary is a great convenience, if not a necessity.

No two teachers are likely to agree exactly upon the notes needed to any given text, but Dr. Beardsley's notes are, on the whole, excellent. Perhaps no class that is ready for *El Gran Galeoto* needs to be told that *¿Eres tú?* means "Is it you?" (p. 167), but such notes as this one are extremely rare. Most of them are intended to call the student's attention to important points in the play or the characterization, or to point out the significance of some less obvious action or speech. The Editor says that his notes have been "psychologized," and this reviewer for one hopes that more editors will "psychologize" their notes henceforth. He ventures, however, to make two suggestions concerning the present text: First, *Castellana* (I, 349) deserves, if not positively needs, a note (it isn't even in the vocabulary), and perhaps *el Real*, four lines below, should be connected with *teatro* more definitely than merely by the word *palco*. At any rate, notes on these points would add interest and give opportunity to make Madrid seem a little more real to the student. Second, it would be helpful if the notes gave some attention to the structure of the play as such, pointing out systematically the steps in the rising action, the turning point, the handling of the falling action, and so on. The book will inevitably be used extensively in courses in the modern drama, and in such classes the suggested notes would be very valuable.

The exercises are in two parts. First come 340 *preguntas* on the play, including a list of general questions calling for some thought about the action of the play as a whole; then follows a section of *modismos y locuciones*, with English sentences to be translated into

Spanish using the idioms studied. The brief but adequate Introduction gives a sketch of the author's life and his *teatro*, followed by critical comment. A section on *El Gran Galeoto* and a few miscellaneous sections, including an excellent short bibliography, complete the Introduction.

THOS. A. FITZGERALD

*St. John's College,
Annapolis*

DES KINDES TRAUM

Die Lampe glimmt in stiller Nacht,
Das Kindlein schläft, die Mutter wacht,
Und durch das Fenster bebt der Schein
Der Mondensichel bleich herein.

Das Kindlein träumt, die Mutter sinnt
Das Fenster klimmt von jedem Wind,
Die Lampe flackert hin und her,
Das schwache Herz schlägt bang und schwer.

Die Mutter weint, das Kindlein lacht:
Es spielt mit Engeln diese Nacht,
Sie werfen aus des Himmels Au
Ihm Rosen zu voll Sternentau.

Die Mutter küsst das liebe Kind,
Das Schlägt die Augen auf geschwind
Und lächelt fort so wundersüß,
Als spielt' es noch im Paradies.

WILHELM MÜLLER

Books Received

FRENCH

LA BRÈTE, JEAN DE, *Aimer Quand Même*. Edited by C. F. Zeek, D. C. Heath & Company, Boston, 1930.
Preface, pp. v-vi; Introduction, pp. ix-x; Text, pp. 3-152; Notes, pp. 155-164; Exercises, pp. 165-184; Vocabulary, pp. 185-233. Ill.

FROMENTIN, EUGÈNE, *Dominique*. Edited by Caroline Stewart. Oxford University Press, New York, 1930.
Introduction, pp. vii-ix; Text, pp. 1-271; Notes, pp. 273-281. Ill.

HODGES, HELEN; NELSON, AGNES; AND VESTAL, VIVIAN, *Toujours Français (Cours Élémentaire)*. D. C. Heath & Company, Boston, 1930.
Foreword, pp. v; Text, pp. 3-196; *Vocabulaire Français-Anglais*, pp. 199-217; *Vocabulaire Anglais-Français*, pp. 218-232. Ill. Price \$1.20.

WOODBRIDGE, BENJAMIN MATHER, *Le Roman Belge Contemporain*. Préface de Maurice Wilmotte. La Renaissance du Livre, Bruxelles, 1930.
Préface, pp. ix-xviii; *Avant-Propos*, pp. xix-xxi; Text, pp. 1-209; *Post-Face*, pp. 211-214. Price 12 francs (Belgian).

ROYCE, WILLIAM HOBART, *Indexes to a Balzac Bibliography*. Edited by E. Preston Dargan. The University of Chicago Press, Chicago, 1930.
Foreword, pp. ix-x; Index by Periodicals, pp. 3-38; Topical Index, pp. 41-180; Page Index, pp. 183-190. Price \$2.50.

NAYLOR, LOUIS HASTINGS, *Chateaubriand and Virgil*. The Johns Hopkins Press, Baltimore, Maryland, 1930.
Preface, pp. ix; Introduction, pp. xi-xiv; Text, pp. 1-187; Bibliography, pp. 188-190; Indices, pp. 191-212. Price \$1.25.

Fables of La Fontaine, Edited by Colbert Searles. Henry Holt and Company, New York, 1930.
Introduction, pp. 1-21; Text, pp. 25-247; Vocabulary, pp. i-lxviii. Ill. Price \$1.00.

LOTI, PIERRE, *Pêcheur d'Islande*. Edited by James F. Mason and Osmond T. Robert. Henry Holt and Company, New York, 1930.
Introduction, pp. vii-x; Text, pp. 1-154; Notes, pp. 157-163; Exercises, pp. 169-224; Vocabulary, pp. 225-277. Ill. Price \$1.00.

LABICHE, EUGÈNE ET MARTIN, ÉDOUARD, *Le Voyage de Monsieur Perrichon*. Edited by M. L. Carrel. Henry Holt and Company, New York, 1930.
Introduction, pp. vii; Text, pp. 1-85; Notes and Exercises, pp. 89-150; Vocabulary, pp. iii-xxvii. Ill. Price \$.80.

Collection Doubleday-Doran, Doubleday, Doran & Co., Inc., Garden City, New York, and the Librairie Hachette, Paris, 1930. Price \$.80 each book.

BAZIN, RENÉ, *Les Oberlé*. Edited by Whitford H. Shelton.
Introduction, pp. vii-x; Text, pp. 1-97; Exercises, pp. 98-129; Vocabulary, pp. 130-165. Ill.

LABICHE, EUGÈNE ET MARTIN, ÉDOUARD, *La Poudre aux yeux*. Edited by Robert Fouré and Hélène Fouré. Introduction, pp. vii-viii; Text, pp. 1-71; Exercices, pp. 72-107; Vocabulaire, pp. 108-133. Ill.

LABICHE, EUGÈNE ET MARTIN, ÉDOUARD, *Le Voyage de M. Perrichon*. Edited by Alfred I. Roehm and Milton Lanning Shane. Introduction, pp. ix-xiii; Text, pp. 1-88; Questions et Exercices, pp. 89-126; Vocabulaire, pp. 127-159. Ill.

MAUPASSANT, GUY DE, *Contes Choisis*. Edited by William Raleigh Price. Preface, pp. vii-ix; Introduction, pp. xiii-xvi; Text, pp. 1-90; Exercices, pp. 91-125; Vocabulaire, pp. 127-184. Ill.

MOLIÈRE, *L'Atare*. Edited by Robert E. Rockwood. Introduction, pp. ix-xxviii; Text, pp. 1-90; Questionnaire-Guide, pp. 91-103; Vocabulaire, pp. 104-134. Ill.

MOLIÈRE, *Le Bourgeois Gentilhomme*. Edited by Jennie S. Shipman. Notice sur Molière, pp. ix-xii; Text, pp. 1-92; Exercices, pp. 93-111; Vocabulaire, pp. 112-136. Ill.

LOTI, PIERRE, *Ramuntcho*. Edited by Victor W. Ritchie. Préface, pp. v-vi; Introduction, pp. ix-x; Text, pp. 1-77; Exercices, pp. 78-99; Vocabulaire, pp. 100-124. Ill.

DUMAS, ALEXANDRE, *La Tulipe noire*. Edited by Arthur B. Forster. Introduction, pp. ix-xi; Text, pp. 1-134; Exercices, pp. 135-173; Vocabulaire, pp. 174-225. Ill.

DUMAS, ALEXANDRE, *Les Trois Mousquetaires*. Edited by Stanley L. Galpin. Introduction, pp. vii-x; Text, pp. 1-134; Exercices, pp. 135-154; Vocabulaire, pp. 155-193. Ill.

SPANISH

SOLALINDE, JESUSA ALFAU DE, *Los Débiles*. Edited by J. Horace Nunemaker. Prentice-Hall, Inc., New York, 1930. Introduction, pp. ix-xii; Text, pp. 3-98; Notes, pp. 101-108; Exercises, pp. 111-121; Vocabulary, pp. 125-169. Ill. Price \$1.20.

NICHOLS, MADALINE W. AND RIVERA, GUILLERMO, *Cuentos y Leyendas de España*. Doubleday, Doran & Company, Inc., Garden City, New York, 1930. Preface, pp. v-vi; Introducción, pp. 1-3; Text, pp. 4-70; Notes, pp. 71-97; Exercises, pp. 98-137; Grammar, pp. 138-180; Vocabulary, pp. 181-206. Ill. Price \$1.00.

GERMAN

BURKHARD, OSCAR, *Readings in Medical German*. Henry Holt and Company, New York, 1930. Preface, pp. v; Introduction, pp. x-xii; Sight Reading, pp. xiii-xviii; Text, pp. 5-214; Notes, pp. 215-242; Vocabulary, pp. i-xxxvi. Price \$2.50. Ill.

FRANCK, HANS, *Der Regenbogen*. Edited by Stella M. Hinz. Henry Holt and Company, New York, 1930. Preface, pp. iii-iv; Introduction, pp. vii-xiii; Text, pp. 3-87; Schriftliche Aufgaben, pp. 89-91; Anmerkungen, pp. 93-101; Wörterverzeichnis, pp. i-lxiv. Price \$.88.